

VOLUME X

The

NUMBER 1

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



SEPTEMBER 1929



The Same—Yesterday and Today!

"IN the education either of the lower or the upper classes, it matters not the least how much or how little they know, provided they know just what will fit them to do their work and be happy in it. A man is only educated if he be happy, busy, beneficent and effective in the world."

—Ruskin

Subscribe Now and Pay Later for **NORMAL INSTRUCTOR** *and* **PRIMARY PLANS**

FOR TEACHERS OF ALL THE GRADES AND RURAL SCHOOLS

The World's Largest and Most Helpful Teachers' Magazine

Visual Aids for All Grades in the New Rotogravure Picture Section

Each month the Rotogravure Picture Section of *Normal Instructor-Primary Plans* provides eight pages of pictures carefully selected for their value as visual aids in the teaching of Geography, History, Art, Industry, Nature Study and other subjects for which visual aids are especially desirable. All of these pictures are beautifully reproduced in brown gravure.

Eighty pages in Rotogravure (containing more than 400 pictures) will be supplied during the school year. There will be as much other material in each issue as before—making the Rotogravure Picture Section distinctly an extra feature but with no extra charge as the subscription price remains the same.

MAKE your teaching this year more enjoyable and successful than ever before by subscribing now for *Normal Instructor-Primary Plans*.

This very helpful and inspiring teachers' magazine will come to you once each month during the school year—ten large, handsome numbers filled with the best teaching material obtainable.

The Contents are of an eminently practical and usable character and comprise Plans, Projects, Methods, Aids, Devices and Material for use in all branches of elementary school work. Special attention is also given to such important subjects as Health Education, The School Lunch, Sewing, Manual Training, Nature Study, Reading and Literature, Music Appreciation, Citizenship, Character Training, etc.

Some of the Valuable Features

Many illustrations including: full page drawings for Seat Work, Construction Work, etc.; large Poster Patterns; designs for Blackboard Drawings, Window Decorations, etc.

Eight-page Rotogravure Picture Section in each issue (see description at left) providing an abundance of material for visual instruction.

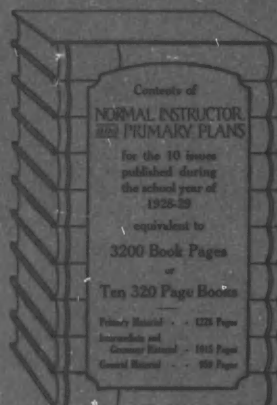
More Primary Material than any other teachers' magazine and a correspondingly large amount for the intermediate and grammar grades.

10 Large Full Color Art Masterpieces during the year with complete material for class study.

Several pages of the best entertainment material each month.

Many other departments and special features of the greatest value and helpfulness to teachers.

Subscription Price \$2.00 Per Year
(Ten Large Numbers)



Order Now—Pay Later We are making it easy for you to have this wonderfully helpful and inspiring educational magazine. If you will fill out and mail the coupon below at once, your subscription will start with September and you need not pay until November 15th unless you prefer.



**F. A. OWEN
PUBLISHING
COMPANY**
Danville, N. Y.

Ask for Catalog of
over 400 Books for
Teachers and Schools

Use This Order Blank—Pay Now, 15th of More Convenient

(A. T. A.—Sept.) Date _____

F. A. Owen Publishing Co., Danville, N. Y.

Please send me *Normal Instructor-Primary Plans* for one year beginning with the September, 1925, issue. Price \$2.00.

Please send (X) to one of these amounts to indicate preference as to payment.
☐ I am enclosing payment herewith.
☐ I want to pay on 15th Nov. 15, 1925.

Name _____

Address _____

City _____ State _____



The A.T.A. Magazine



Magistri Neque Servi

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. X.

EDMONTON, SEPTEMBER, 1929

No. 1

Review of the Academic High School Curriculum

A.T.A. Contribution

By C. O. Hick, M.A.

IN order to voice the sentiments of the body of high school teachers actively engaged during the past five years in teaching the units of the new curriculum, our provincial executive requested the Minister of Education, the Hon. Perren Baker, for representation on the Curriculum Committee. The Minister agreed to one member being appointed to represent the Alliance and also consented to allow the Alliance representative the privilege of calling in specialists to review the various units before the committee. These specialists were chosen by the provincial executive and were assigned the task of preparing and submitting questionnaires to the teaching body actively engaged in the studies under revision.

The following list indicates the personnel of the specialists who kindly consented to canvas the opinions of their fellow members:

Mr. E. D. Campbell, Calgary, Science.
Mr. J. D. Ferguson, Calgary, History.
Mr. T. Beresford, Calgary, Art.
Mr. E. B. Asselstine, Calgary, Mathematics.
Mr. L. G. Robbins, Waskatenau, One-Room High Schools.

Mr. H. R. Leaver, Edmonton, Literature.
Mr. J. G. Niddrie, Edmonton, Latin.
Mr. E. L. Luck, Edmonton, Composition and German.

Miss K. Teskey, Edmonton, French.

The Curriculum Committee is much indebted to these specialists who spared no pains to convey clearly and concisely the province-wide opinion concerning the manner in which the new units had been functioning and to recommend changes where such seemed desirable.

Your representative wishes at this juncture to express on behalf of our A.T.A. membership our unqualified appreciation of the courteous reception accorded our specialists by Mr. McNally, Chairman of the Curriculum Committee. In our opinion, a continuance of this type of whole hearted team work between the Department and the Alliance will make for real educational progress in the Province of Alberta. To our General Secretary must be assigned the credit for devising an efficient method of distributing and collecting questionnaires. In fact, the A.T.A. contribution to the findings of the Curriculum Committee could not have been made at all without the aid of the Central Office.

The actual changes effected, unit by unit, are set forth at the conclusion of this report and have been forwarded by Mr. McNally after receiving

the sanction of the Minister. Some fine features of the discussions deserve special attention and will be mentioned in order that our membership may be aware of the general trend of the findings of the committee.

Length of High School Course

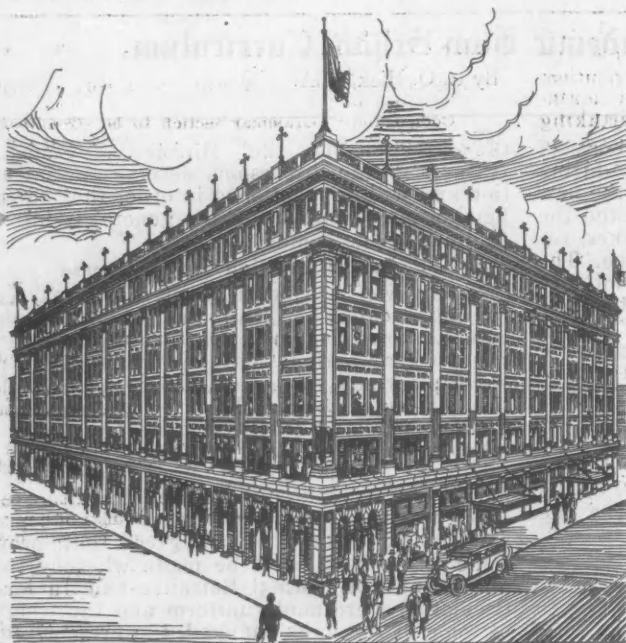
Should we in Alberta adopt a five-year course for high schools? This was the first topic for general discussion. It was freely admitted that the five-year period would be preferable in every way and would solve most of the present difficulties. At the same time, however, the consensus of opinion indicated that a lengthening of our high school course would not be acceptable to the people of our province in its present stage of development. The committee therefore agreed to examine other ways and means of improving our present curriculum. Finally it was agreed that, provided some adjustment could be made whereby the requirements for Normal Entrance and Junior Matriculation were made uniform and the weighting of some of the units changed, the present requirement of 21 units for Grade XI would be satisfactory. The main effort of the committee was directed along the above lines and provided its recommendations are acceptable to the University Senate the committee feels that much has been accomplished.

Number of Units to be Attempted Per Annum

The general impression seemed to be that seven units should be taught each school year and that each unit should receive one lesson per day. This will be possible at once in the case of Grades IX, X and XI provided the University accepts the committee's recommendation respecting Geography and Art I. This however, Dr. Wallace pointed out, will not be known until after the meeting of the University Senate in September. In the case of Grade XII, eight units will still be required for Normal Entrance and nine units for Matriculation for the ensuing year at least. In the meantime the Minister has announced that a committee will be appointed to continue deliberations relative to effecting a reduction of the number of units of mathematics required for senior matriculation purposes. The situation at present is that the University recommends to the Department the substitution of one unified course in mathematics for our present three units of Algebra, Geometry and Trigonometry. The Curriculum Committee was not prepared, however, to accept this recommendation without further consideration.

Hudson's Bay Company

INCORPORATED 2ND MAY 1670.



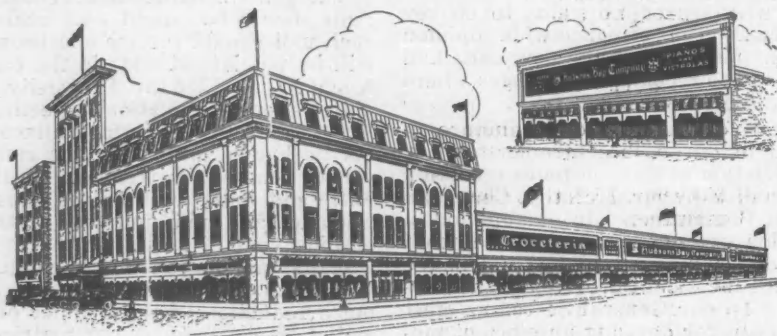
"A Greater Store FOR A Greater Calgary"

The New Hudson's Bay Store in Calgary, now under construction, when completed will have a frontage of 280 feet on 1st Street West, 245 feet on 7th Avenue, and 100 feet on 8th Avenue, giving a total area of 328,000 square feet, or seven acres.

The outstanding architecture is the Colonade running the full length of 1st Street West and 8th Avenue.

When completed this store will be one of the finest on the Continent.

SERVING THE PEOPLE OF EDMONTON and DISTRICT



293 feet on Jasper Avenue, 150 feet on 103rd Street, 79 feet on 102nd Street.

Inset shows 102nd Street entrance.

The Home of the Famous Hudson's Bay "Point" Blankets

"I saw your name in the A.T.A."

Experimental Work is Stressed for All Science Courses

It was generally felt that a minimum of actual experiments should be attempted in all the science courses, and that a list of such experiments should be included in 1929-30 regulation. Where laboratory facilities render feasible the individual work of students, it is expected that the students will be given an opportunity to perform for themselves the simpler experiments.

English Composition

Mr. Luck urged upon the committee that a better graded system for marking Composition 1, 2, 3 and 4 papers was imperative and advised that one chairman be in charge of all four groups in order that a proper standard for each group be maintained. The Department gave their undertaking that a set of better graded standards would be adopted for the future. Composition 2 was found to be somewhat of a snap course and will be strengthened accordingly.

Mathematics

Very little change was deemed necessary in case of the units of mathematics. The main criticisms concerned the type of examination papers which sometimes prevailed. By setting questions of average difficulty covering the whole course in any unit, it was thought that unusually heavy casualty lists might be avoided entirely.

Weighting the Units

A perusal of the itemized recommendations of the committee will reveal the fact that Grade IX units were judged to be of proper weight and very little alteration has been made. When we come to the units of Grades X, XI and XII it will be apparent that a palpable reduction of content has been effected in the case of the majority of these units. A few units, however, were considered to be of much less content than the average and have, therefore, been strengthened.

One Foreign Language Only Required For Matriculation

This recent regulation will be pleasing to those students who prefer science, since three extra science units will now be accepted in the place of the second foreign language for Senior Matriculation.

General Effect of Changes

Provided Art I and Geography 1 be accepted for matriculation, seven units in place of eight will suffice for Grades X and XI. This should be a great boon to all concerned. The slight reductions in content of the majority of Grades X, XI and XII units will bring our present curriculum more in line with what it should be for a four years' course.

Introduction of Vocational Units in Our Curriculum

This topic did not come within the assigned scope of the survey completed by the committee but all signs would indicate that this most important matter will receive merited and serious consideration by the Department in the not too distant future.

(N.B.—The term "vocations" is here used to imply "of utilitarian value" to those students who will not remain in high school more than one or two years).

CHANGES RECOMMENDED BY CURRICULUM REVIEW COMMITTEE

ENGLISH 1—Literature: Memory Work reduced from 230 to 175 lines.

Composition: Unchanged.

HISTORY 1—Unchanged.

ALGEBRA 1—Unchanged.

GEOMETRY 1—Proposition 13, Book I. omitted:

- (1) Water in relation to industry and commerce.
- (2) Plant distribution and plant Ecology.
- (3) Care of young.
- (4) Man's control of plants and animals.
- (b) A definite list of experiments provided.

LATIN 1—Required pages reduced from 184 to 168.

FRENCH 1—Lessons reduced from 22 to 20. Imperfect Indicative and the Future tenses of the Verbs to be taught but the exercises based on them need not be taken.

GERMAN 1—Lessons reduced from 30 to 28. Special work in Verbs dropped.

ENGLISH 2—Literature: Memory Work reduced from 240 lines to 175.

Composition: Grammar section to be strengthened.

ART 1—Exercises IV, VI and IX have been simplified.

PHYSICS 1—The following sections have been deleted: 537, 538, 539, 540.

The course is still regarded as heavy. It can be best remedied by providing a simpler examination.

HOUSEHOLD ECONOMICS 1—Unchanged.

MANUAL ARTS 1—Unchanged.

GEOGRAPHY 1—Unchanged.

AGRICULTURE 1—Part V: Bacteria transferred to Agriculture 2. This material replaced by section: Life From General Science 1.

GEOMETRY 2—First year for McDougall and Sheppard text. Prop. IV:15 omitted. It is expected that this unit will give no difficulty.

ALGEBRA 2—Unchanged. This unit is still heavy but cannot be further reduced. Special care must be taken with the examination.

LATIN 2—This unit is lightened by substituting prose selections from Caesar for the more difficult poetry of Ovid.

FRENCH 2—Two lessons from the Grammar omitted. Ontario High School French Reader dropped. Nine irregular verbs dropped from list of those required.

GERMAN 2—Change to come into effect next year.

ENGLISH 3—Literature: Memorization reduced from 250 lines to 175.

Composition: Grammar section lightened by addition of more Grammar to Composition 2 and introduction of shorter text.

HISTORY 3—Chapters I-IV, IX and XXXIV of the Grant text dropped. Chapters X, XII, XIV and XXXV to be read but not studied intensively. Similarly first 20 pages of Civics Manual will be read as basis for study of later chapters.

ARITHMETIC 1—Unchanged.

CHEMISTRY 1—By omitting Chapters 14, 18, 19 and 20, and inserting definite list of experiments.

AGRICULTURE 2—Strengthened by addition of Part V: Bacteria.

HOUSEHOLD ECONOMICS 2—Unchanged.

MANUAL ARTS 2—Unchanged.

ART 2—Exercises IV and VI simplified.

ENGLISH 4—Literature 4: Reduce the Ruskin to one lecture and Memorization from 250 lines to 175.

Composition 4: Unchanged.

HISTORY OF ENGLISH LITERATURE—Strengthened by the addition of the chapter entitled "Literature Since 1900."

HISTORY 4—Reduce Robinson 66 pages and Marriott three chapters.

ALGEBRA 3—Reduced by omitting the following chapters: VII, Sections 65 to end of Chapter VIII, IX, Sections 99 to end of Chapter X, Exercise 48 of Chapter XIII, Sections 121 to end of Chapter XIV.

GEOMETRY 3—New text takes place of outline in Handbook.

TRIGONOMETRY 1—Chapters X, XI and XIV omitted.

CHEMISTRY 2—Experimental work to be made specific. PHYSICS 2—Sections 59, 60, 121-128 and 201-205 inclusive omitted.

BIOLOGY—New outline prepared to bring course into conformity with text.

LATIN 3—Prose: Three chapters omitted. Aeneid reduced from 560 to 504 lines.

GERMAN 3—Changes to come into effect next year.

OFF TO A GOOD START

THOSE teachers who commence the Fall Term with adequate quantities of the proper equipment at the school are able to face the hard work ahead with every confidence of success.

Do not permit yourself to be handicapped through lack of means to produce the best results when a wide variety of modern aids can be obtained from us at short notice.

If you have not received our current catalogue (No. 101), you cannot afford to purchase any requirements without perusing a copy. Write for one immediately.

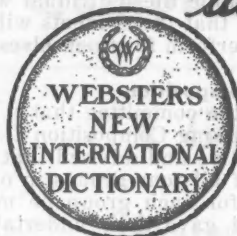
THE GEO. M. HENDRY CO. LTD.

Educational Equipment and Supplies

129 Adelaide St. W.

TORONTO 2

*Thousands
of
Successful Teachers
use*



*The
Supreme
Authority*

To get accurate, encyclopedic, up-to-date information of all kinds that is of vital use and interest in the schoolroom.

A wise school superintendent has said: "I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary who was not at the same time a good or superior all-round scholar." A better test than this of the value of dictionary work could not be found.

The New International is constantly revised and improved to keep abreast of modern needs and information. 452,000 Entries, including thousands of New Words. 6000 Illustrations. 2,700 Pages.

Write for Helps in Teaching the Dictionary, FREE.

G. & C. MERRIAM CO.
SPRINGFIELD, MASSACHUSETTS

A NEW HISTORY TEXT FOR CANADIAN SCHOOLS

History of The World's Commerce

By PROFESSOR S. A. CUDMORE, M.A., F.R.C.S., Editor Canada Year Book

IN announcing the publication of this new History Text-Book, written especially for Canadian Schools, by so able and authoritative an author, the publishers feel that teachers throughout the Dominion will welcome this book as the fulfillment of a long felt want.

Written in an easy and attractive style, "History of World's Commerce" will assuredly appeal to the student and hold his interest in its attempt to provide a concise account of the way in which, from very simple beginnings, commerce has attained to its present astounding magnitude, and how, in the course of time, it has passed through various stages of development which, in turn, have led to the transference from one nation to another of commercial supremacy.

The book consists of five parts: Early Times (General Survey); The Medieval Period; Modern Commerce to the Industrial Revolution; From the Beginning of the Industrial Revolution to the Present Time; and Evolution of the Commerce of Canada.

\$1.25

300 pages, size 5 1/4" x 8 1/4", full cloth

SIR ISAAC PITMAN & SONS (CANADA) LTD.
70 BOND STREET TORONTO

"I saw your name in the A.T.A."

Provincial Agricultural Schools

---A Door to Vocational Guidance

By W. H. Swift

OUR school system, and particularly our secondary schools, is under much criticism from various sources on the ground that it is not practical enough; that it is still too much of a mental gymnasium rather than a preparation for life, and that it is an historic residue of the classical school with such infiltration of the pure sciences as the schoolmen have been forced to admit. It is not the purpose here to argue this point and yet all in the high school staffs will admit that we spend a good deal of our time trying to teach the material of a liberal course to a host who have no intention of entering the professions for which it prepares, and to another host who are unable through inability to appreciate the work offered.

Along about the early summer the Grade VIII pupil begins to wonder what he will do next year. If he does not concern himself about it, the chances are that his parents are doing the worrying for him, generally with the result that a year in high school is planned. The teacher is in many cases consulted, and, as convention and conscience dictates, concurs in the project. It is worthy of the teacher's attention, however, that there are other courses offered in our Province which in a great many cases are far better suited to the needs of a boy or girl finishing public school than is the high school. Here will be mentioned particularly the Provincial Agricultural Schools.

Few teachers will have any adequate conception of the work carried on in these institutions, just as the writer himself, was unaware of such facts a few months ago. In order that there may be a better conception with possibilities of vocational guidance along this line these considerations are presented.

First, let it be said that there is opportunity for all. Entrance requirements are practically nil. This means that the boy or girl with even low public school standing may enter as well as those with Grade XI certificates. The question at once arises as to what can be done with such a mixed group. Students are divided into classes for the academic work, English and Mathematics, according to previous training and are given courses adapted to their status. In the practical work such as stock-judging, blacksmithing, cooking and sewing, such divisions become unnecessary. Those having high school standing are freed from all academic work and by taking full time in practical work are able to complete the course in one year instead of two.

Dealing with a few of these groups separately we may find different advantages and results. First, consider the group which has not Grade VIII standing. There may be various reasons for a boy coming to the age of sixteen without having completed the elementary school course, but one at least will be low mentality. We are quite aware that to keep him in public school is only viciating himself and the school of which he is a member. Such a boy may come to the School

of Agriculture where he will receive a training in work which is largely vocational, which he will understand and in which he may find an interest. The work in English and Mathematics is in a measure adapted to his level and though he may make no great success at it he will get some benefit. To this type such a course may be the opening to a life of interest and profit rather than discontent.

Secondly, there is the group which is of average mentality or more who have completed Grade VIII or even a year or two in high school. These will find in the Schools of Agriculture a course which suits both their intellectual and vocational interests. If they plan on farming they will learn a great deal of information respecting their occupation in studies of soils, stock, mechanics, grain judging, which will make that which they do of much more interest. Dewey insists that the worker who knows the processes underlying that which he is doing makes the better man. We should expect the farm boy who knows his business to be much more attached to his farm than he who has no such knowledge. Then as well the practical work in blacksmithing, carpentry and mechanics will be of direct value. As for those of this group who might have had intentions of entering agricultural work in the university, special opportunity is made in the offering at the schools of a third year, high school work, which along with the regular diploma of the two-year course, constitutes entrance into the Faculty of Agriculture at the University of Alberta—a total of three years just as in the regular way.

Finally, there is the group coming with Grade XI standing. For these the special two-in-one year course is designed. It gives to the farm boy the practical work in agriculture which was mentioned above as of value for the boy of regular mentality. It saves the repetition of other work taken in the high school. For the city or town boy it gives a contact with practical farming which will better enable him to go on the farm. If he is planning on entrance into the Faculty of Agriculture at the university it will give him in part that agricultural connection so much needed both through his course work and in contact with a student body recruited chiefly from rural Alberta.

It is chiefly, however, to the teachers in rural and town schools that this article is directed. You will have opportunity to advise many a boy who would leave school to come to the schools of agriculture for the winter months where he will receive the instruction noted above. However, he will receive much more. He will receive the socializing influence of contact with a type of life just a little more refined than that to which he has been accustomed. This in itself is of immense value. Two of the schools offer dormitory accommodation where the boy may live with a large number of his fellows and learn in some measure the fundamentals of community responsibility. He has at his disposal excellent hygienic accommodation, gymnasium, and library. He has the corners knocked off, making him more in his own self-respect, and making him much more in the respect of others. If a boy learns nothing from his classwork and yet absorbs a reasonable measure of the socializing influences of the school, his winter has been worth while.

Nelson Books

Books for supplementary reading, books for class study; reference books; books for junior pupils, for senior students, teachers' books—all of them are included in the Nelson lists, and the Nelson lists will be sent free of charge to all teachers who request them.

Arithmetic Accuracy Pads

Prepared by M. W. Brock, Principal of Mount Royal School, Calgary

The purpose of these pads is to make all of the arithmetic period one hundred per cent. profitable. There need be no time spent in copying exercises. Throughout the pads, there is a close relation between the problem work and general work, speed and accuracy. That the teacher may test the progress of his pupils easily, seven Test Sheets are included in each pad.

In order that each exercise should come as a novelty to the pupil, the sheets have been turned face downwards before padding.

Accuracy Pads for Grade VI.

Senior Third Classes

Price, 35 cents

Accuracy Pads for Grade VII.

Junior Fourth Classes

Price, 35 cents

Accuracy Pads for Grade VIII.

Senior Fourth Classes

Price, 35 cents

Teacher's Handbook for each pad, containing exercises and answers, bound in cloth boards.

Each Handbook, 75 cents

The "Highroads" Dictionary

With Canadian Supplement

"The constant use of the dictionary is an essential element of education."

The "Highroads" Dictionary is ideal for school use:—

The definitions are clear and simple,

The derivations are indicated,

The pronunciation is given when necessary,

An appendix containing words and phrases from the Latin, Greek and Modern Languages, is included,

Many words which gained currency during the war have been introduced.

A Canadian supplement has been added recently. It includes peculiarly Canadian words—habitant, Seigneur, voyageur, etc.; the names of North American birds, animals and flowers; a number of recognized colloquialisms—movies, hobo, etc., and recent additions to the language—insulin, radio, etc. Bound in cloth boards.

Price, 50 cents

THOMAS NELSON & SONS
LIMITED

77 Wellington St. W.

TORONTO 2

Opportunities as Salesmen

ARE you successful, ambitious and willing to work, but limited in your present position?

The Sun Life Assurance Company of Canada has attractive openings throughout Canada offering great opportunities for advancement for men of education, ability and character to act as agents. No previous life insurance selling experience necessary as every assistance is given to beginners.

Write or apply personally to:

Sun Life Assurance Company of Canada

Head Office: Montreal

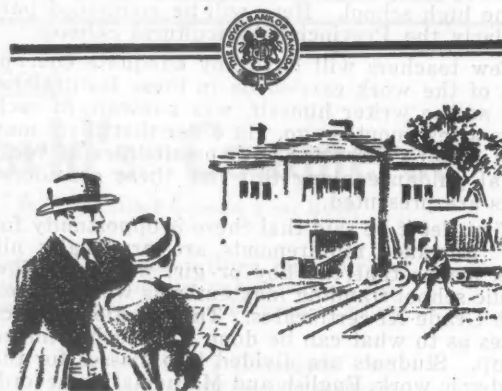
TALENT THREE out of FIVE TEACHERS have it.

Let us know where your gift lies. Our Free Test will show just where we may help you to develop it. Please write for it and indicate your interest in (1) Story Writing; (2) Novel Writing; (3) Scenarios.

Address ARCHIE McKISHNIE
DIRECTOR SHAW SCHOOLS LIMITED
Bay-Charles Building, Toronto, Ont.

CANADIAN CIVIL SERVICE

offers opportunities to teachers and others desirous of obtaining a permanent position with pension. Full particulars free on application to the Registrar, The M.C.C. Ltd., 18 Mackie Block, Calgary.



Installments

HOMES—clothing—education—even pleasures and luxuries—are bought on the instalment plan; but few people realize that money—the force behind all buying—can itself be bought by instalments. By making payments of \$4.52 a week you can buy \$1,000 in four years. Ask our Manager about it.

The Royal Bank
of Canada

"I saw your name in the A.T.A."

The above has been considered chiefly in respect to boys. The same in general applies to the girls in connection with domestic science.

Any teacher will be doing a favor to a boy or girl, to parents, to the school system, and to the province, in advising attendance at the Schools of Agriculture to those who are undecided and who do not see a future through participation in the regular courses of the high school. Just put this into your vocational guidance plans.

LETHBRIDGE NEWS ITEM

At the annual meeting of the Lethbridge Local of the A.T.A., the following officers were elected for the coming year:

President: Mr. P. J. Collins (re-elected).

Vice-President: Miss A. Birch (re-elected).

Secretary-Treasurer: Miss Helen McDiarmid, Central School.

DEPUTATION WAITS ON GOVERNMENT AND URGES CHANGES

ASKING for a number of new departures in the educational field, a deputation from the Alberta Teachers' Alliance waited on Premier Brownlee in July and discussed the present school situation in Alberta, particularly in regard to the proposed school bill.

A. J. H. Powell, president, headed the deputation, which included also the other members of the Executive.

A commission to make a complete survey of the Alberta school system was suggested, for the purpose of securing information that will point the way to the most necessary and desirable changes.

The feeling of the teachers' organization, as presented to the premier, is that the overhauling of the educational system should not be made a "cat's paw of party political expediency," and a government commission is looked upon as the best means of avoiding such an end. Representatives of the government, each of the political groups in the legislature, the trustees, and the teachers should be on the commission, it was suggested.

Need More Information

Considerably more information is needed, from the Alliance's point of view, on several points in the new school bill; particularly as to the county unit of administration for educational purposes, different methods of implementing local control in education, the financing of the educational system, supervision and inspection of school and state systems of education.

A resolution from the last annual convention of the Teachers' Alliance, calling for more and better vocational training, was submitted. Its point was that vocational institutions should be provided for pupils who do not desire to go beyond Grade 8.

Two Secondary Institutions

That there should be two classes of secondary academic institutions was another suggestion laid before the government. One of these would be primarily for scholarship, schools of this type to be known as academies; the other would be for general education for citizenship, etc., and would be known as high schools.

Pensions for school teachers were again asked for, the Alliance continuing to feel that action in this direction is urgently desirable.

Premier Brownlee promised the delegation that its several requests would be given consideration.

AFTER the delegation left the Cabinet they were received by the Minister of Education before whom the merits of several resolutions passed by the last Annual General Meeting of the Alliance were set forth with a view to urging the Minister to make changes in the School Act and the Departmental Regulations. The following subjects were dealt with:

(1) **An Advisory Board** with statutory powers to regulate and supervise:

(a) Certification of teachers.

(b) Normal Schools.

(c) Examinations.

(d) Curricula and Text Books.

(2) **Board of Reference.** That the School Board be prevented from filling a teacher's position in case his dismissal be under investigation by the Board of Reference; also that the Minister, if necessary, exercise his power to instal official trustee, to reinstate a teacher if the Board of Reference recommend reinstatement.

The Minister was also urged to provide in the new School Act for arbitration in dismissals by the Divisional Board.

(3) **Cumulative Sick Pay.** Comparison was made between the sick pay allowance for Alberta Civil Servants, which are much superior to those for teachers under the present School Act. The Edmonton Public School Board regulations were cited as worthy of consideration by him with a view to their adoption, namely:

First year, 20 days' pay;

Second year, 24 days' pay;

increasing by 4 days each year until a maximum of sixty days is allowed.

(4) **Payment of Teachers.** That school boards and teachers be required to report monthly re salary and that the Minister make provision for relief when teachers' salary is in arrear.

(5) **Training of Teachers.** (a) That teachers be allowed free will regarding assuming obligation to supervise Normal School students, and that suitable remuneration be provided for the work done by supervising teachers.

(b) That Grade XI standing and two years' professional training be a requirement for certification.

(6) **Grade VIII Examinations.** (a) That pass mark be raised to 50 per cent. in each unit, as in High School subjects.

(b) That each unit taught have a separate examination paper.

(7) **High School Examinations.** That names of students who have made honors in whole year's work be published at the end of each year.

(8) **School Libraries.** That the annual library grant for each room in operation be made.

The Minister discussed at length each of the matters referred to him and promised that his earnest attention and consideration would be devoted to them.

With acknowledgments to *The Edmonton Journal*.

A RICH REWARD

awaits the teacher who prepares to spend his next summer vacation prospecting for minerals in the North Country. You must prepare during the winter months. Full information free, The M.C.C. School of Prospecting, 401 Kensington Building, Winnipeg.

SPROTT'S FAMOUS PENS

are made from the best Steel in the World—by Expert Workman—to suit the exacting requirements of



Nos. 1 and 2 are recommended for school use. Your stationer has them

Be Trim and Well Tailored

CONSULT

P. J. LENNOX

RECEPTION AND WORK ROOMS

JOHNSTONE WALKER'S, 3rd FLOOR ANNEX

EDMONTON

Alberta

Five Stories of Solid Comfort

40 Baths

Radio Receiving and Broadcasting Station C.F.C.K.

Telephone 6101

ROYAL GEORGE HOTEL

101st Street, Edmonton, Alta.

Our own Dining Room is noted for its good food and courteous service. Free Busses to and from Hotel to all Depots

RATES

For One Person

For Two Persons

Detached Bath.....\$1.50 to \$2.00
Private Bath..... 2.50 to 3.00

Detached Bath.....\$2.50 to \$3.00
Private Bath..... 3.00 to 4.00

R. E. NOBLE, Manager, Royal George and Leland Hotels

EATON'S Fall and Winter Catalogue 1929-1930



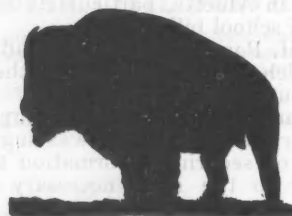
WE OFFER YOU
—the opportunity of shopping at Canada's Greatest Store.

The world has been searched by our Buying Organization to provide the immense variety of merchandise illustrated in this Catalogue. Thorough test has proven these goods worthy of the EATON Guarantee—"Goods satisfactory or money refunded." Prices listed maintain EATON "economy with quality," even surpassing former achievement where possible.

EATON service means prompt delivery—most orders shipped within 24 hours of receipt.

You can sit in your home and save money, time and energy in shopping by mail from the EATON Catalogue. If you have not already received your copy of this big book, write for it today. It will be sent FREE on request.

THE T. EATON CO. LIMITED
WINNIPEG CANADA



THE BUFFALO KING
TRUDEL FUR
Manufacturing Ltd.

PHONE 2213

10028 102nd Avenue
EDMONTON ALBERTA

VAN ALLEN, SIMPSON AND COMPANY

Barriers and Solidators
Bank of Montreal Building
Edmonton, Alta.

George H. Van Allen, LL.B.
William E. Simpson, LL.B.
Charles M. Macleod, LL.B.

Solicitors for Alberta Teachers' Alliance, Inc.

"I saw your name in the A.T.A."

On the Foremost Question

A CHANCE FOR CO-OPERATION

THE Teachers' Alliance is urging the Provincial Government to appoint a committee, including representatives of all parties in the legislature, of the Trustees' Association, and of the Alliance, to make a thorough study of the school system of the province and to recommend what changes in this appear to be advisable. That is perhaps the best way to deal with a situation which cannot be very satisfactory to the Government or to any other party concerned, but which can hardly be ignored. Mr. Baker's revolutionary bill of last session had to be laid over, in face of a measure of opposition in the country which does not encourage its reintroduction without substantial changes either in the bill itself or in public opinion.

It is not desirable that the recasting of the school system should become a political issue if that can be avoided. But there seems to be a fairly prevalent feeling that recasting will be necessary, in at least some important particulars. In the long run it will likely be found that evolution is better than revolution here as elsewhere, if not indeed the only course possible. If representatives of the taxpayers at large in the legislature, of the school trustees, and of the teachers, can agree upon the directions in which alteration is advisable—and the ultimate end to be sought—that ought to make readjustment possible with a minimum of cleavage, whether the readjustment is made wholesale or by degrees.

—*Edmonton Bulletin.*

ALLIANCE'S GOOD SUGGESTION

THERE has not of late appeared to be much prospect that public sentiment with respect to Mr. Baker's school bill would become crystallized before next session. The measure was laid over until then to give the people of the province full opportunity for discussing it. But interest in the subject has waned, in spite of the far-reaching character of the proposals. Such discussion as has taken place cannot serve as a definite guide to the government. If the suggestion that it received this week from the Alberta Teachers' Alliance were acted upon, much additional information would be brought to bear upon the problem and clearer thinking with regard to it would be stimulated.

The Alliance believes that it would be well to appoint a commission to make a complete survey of the school situation in the hope that it would come to an agreement as to the changes that are desirable. Few are anxious to leave things as they are, but opinion is much confused regarding the remedies to be applied. It is proposed that on the commission each of the groups in the legislature, the trustees and the teachers be represented. This would, it is thought go far towards preventing the question of overhauling the existing system from being made a political issue. It threatens to become so and that outcome of the reforming effort of the Minister of Education would be regrettable. It ought to be possible to

evolve a scheme that will meet with general approval. To attain this result, however, some compromising of existing differences is, it is evident, required.

The teachers' organization has shown itself sympathetic towards the objects that the Minister has in view. But it is doubtful as to the wisdom of some of the details of his plan. Its secretary, in an article some months ago, declared that "a noble effort has been rendered to some extent nugatory and a splendid concept spoiled." The Alliance was stated to be of the opinion that the divisions were too large and that it would be well to have them about a third of the size for which the bill provides, while it thought it wise to eliminate the general board. By doing away with it the division would be left the unit of administration for taxation and all general purposes.

This viewpoint is widely shared. But closer investigation and study are needed before final conclusions are reached and before the legislature authorizes drastic changes. This could be obtained through the suggested commission.

—*Edmonton Journal.*

SCHOOL REFORM

ALTHOUGH the legislature was long since prorogued and the things with which we grew familiar a few months back are almost forgotten and will not be heard of again outside the walls of the Parliament Buildings at Edmonton for several months, the school teachers of the province are not permitting the members of their profession or the public to forget the most important items of school reform of which so much was heard last session.

The latest issue of the A.T.A. Magazine, official publication of the Alberta Teachers' Alliance, reiterates its previous suggestion that "the contentious matter of educational reform be submitted to a non-party commission with a view to arriving at a solution satisfactory to the general public." The teachers' suggestion is in their own interests, on the ground that "the time has passed when great industrial or professional groups can be legislated, without any hearing, from one status to another." They then invite all political parties to combine their counsels in the interests of Alberta children and their better education.

If all other arguments were to fail, the Teachers' Alliance makes use of a persuasive appeal when it drops a hint to the electors that there is danger of a general election in 1931 having this question as its bitterest topic. "There are," it is argued, "too many vital considerations . . . for such a problem to obtain really considerate treatment or mature, well-balanced judgment therefore the question should be canvassed by a non-partisan committee. The Alliance further suggests that "the daily intellectual, moral and spiritual growth of our boys and girls is too precariously involved for sound educational reform to be endangered by being hashed and rehashed into a pernicious line of political 'hot air.'" And it concludes—

New Ideal Kindergarten Stencils

These sets of stencil designs are new, and cover a field heretofore unsupplied

Sold in sets of 10. Price, per set, 75c; 3 sets for \$2.10
(See our new 1929 Catalog, page 142 for these)

NEW SELF-TEACHING EXERCISES— For Grades III, IV and V

Price per Set

Reading and Writing Numbers, No. 2072.....60c
Reading and Writing Decimals, No. 2073.....60c
Learning to Multiply and Carry, No. 2106.....60c
Teaching Division with a Remainder, No. 2099.....60c

TEACHERS—Please do not fail to procure a copy of our "RED" No. 45 Catalog.
Pages 114-196 offer many very valuable suggestions for increasing the interest and efficiency of Class Room Work.

READ and DO

Pupils READ the directions to themselves and then DO what the directions say. Price.....35c

HUNT and FIND.

Interesting and self-verifying book of silent reading, 72 pages, 7x9 inches, 30 illustrations. Price....40c

E. N. MOYER CO. LTD.

Everything for the School

10187 104th Street, EDMONTON

WINNIPEG

TORONTO

SASKATOON

MUSKRAT COATS

That charmingly display
that something different



THESE are the Muskrat Coats that one may buy with the satisfying assurance that Quality is combined with Styling. QUALITY that one seldom finds in COATS offering such great value. Fine Northern Skins. The Linings are rich and picturesque. Fur Coats may be bought on deferred payment plan.

Thompson & Dynes

LIMITED

EDMONTON, - - ALBERTA

Pictures For Schools

Our Stock is now replete with all the subjects called for by the curriculum for the teaching of

NEW

SEE OUR

FRIEZES FOR THE

KINDERGARTEN

ROOM

IMPORTED

FROM

ENGLAND

NEW

ART APPRECIATION

ART STUDY

ARCHITECTURE

NATURE STUDY (over 300 subjects)

NURSERY RHYMES

FAIRY TALES

BIBLE STORIES

Also Historical and

Industrial Subjects



(Over Empress Theatre)

10131 Jasper Avenue

EDMONTON

ALTA.

LISTS ON APPLICATION

"I saw your name in the A.T.A."

"If the minority groups and the electors behind them are dissatisfied with a suggested settlement to which they are not parties, can it be reasonably expected of them not to make political capital out of it when the psychological moment arrives. We believe that a commission as recommended can be appointed; we urge with sincerity that the suggestion is feasible, practical and wise; we are convinced that the bodies concerned, under these circumstances, would set aside extraneous motives and work with the government in a cause which transcends politics; also that the commission could work with sufficient despatch to prepare a valuable report and series of recommendations in time for legislative action at the 1930 session."

—*Calgary Albertan.*

THE OBSERVER, a few days ago, was asked why we had apparently lost interest in the new School Act, which is to be re-introduced at the next session of the legislature. The inquirer thought that, having followed up the matter so closely for a long time, *The Observer* should continue to deal with it, more or less succinctly, from time to time. Possibly the idea is correct. People are very likely to forget anything, unless they are constantly reminded of it.

As to the new School Act, *The Observer* has by no means lost any interest in it. But when it was withdrawn at the last session, it was with the distinct understanding that the bill, as proposed by Hon. Mr. Baker, would undergo some drastic revisions to bring it more in line with apparent public sentiment. Until these revisions are made known, we do not know that we can add anything to the gaiety of the occasion. Our opinions on Mr. Baker's original bill remain largely as they were when it was first advanced, that is, we agree with the broad general principles of it, but object vigorously to certain details. At the moment, we are not going to specify these details. Mr. Baker knows them well enough and has done us the courtesy of acknowledging that our criticisms were reasonably based and very fair. Other educational authorities within the province have given us the same assurance from time to time.

However, just recently, the Alberta Teachers' Alliance came out with a proposal that the revised bill should be submitted to a sort of special committee, consisting of representatives of the Alliance, the Trustees' Association and certain other public and semi-public bodies for their amendments or endorsement before coming again before the legislature.

Having had some experience with this sort of thing, *The Observer* is not inclined to support the suggestion of the Alliance. Not because it emanates from the Alliance, but just because we doubt that any committee formed in such a manner and without authority to make its recommendations effective could possibly do anything worth while.

At one time, some years ago, a committee was formed along similar lines to deal with the school curriculum. The result is only too well known, especially as regards our high school curriculum—the most terrible high school curriculum ever

devised by the hand or mind of man. Everybody with a fad in his head tried to saw that fad off on the committee and some succeeded entirely too well. The result has been confusion worse confounded.

There is, of course, a vast difference between the curricula of the schools and the administration of them. The new bill will deal exclusively with administration. With every deference to the Teachers' Alliance, *The Observer* would like to know precisely where the Alliance comes in when administration is under consideration. At the utmost, the interest of the Alliance lies in only one or two comparatively minor clauses.

As to the Trustees' Association, their case respecting administration is on a firmer basis than that of the Alliance. The trustees are certainly concerned with administrative problems. But when *The Observer* remembers that this same Trustees' Association even refused to consider Mr. Baker's original bill, but howled him down at Lethbridge last spring and howled down every speaker who merely asked for decent consideration, we doubt the advisability of him consulting even the Trustees' Association.

Our school system, whatever else it may be, can really never be anything but autocratic on the part of the Department of Education. Being autocratic in that respect it must remain so. Mr. Baker is quite correct in attempting to revise the bill to make it somewhat more palatable to the public, but in the long run, the public has to swallow it, holus-bolus, and like it too.

If Mr. Baker wants advice, he can get it—lots of it, some good, but most of it merely piffle. But he should choose his own advisers, not have them foisted on him by the Teachers' Alliance or the Trustees' Association.—*Vegreville Observer.*

MR. A. W. McFARLAND, of Lavoy, takes a whirl out of *The Observer* with respect to the new School Act—something we like our readers to do from time to time. It adds to the interest taken in public matters and a few "succulent criticisms" here and there, sometimes do a lot of good. *The Observer* never objects to criticism, especially when put as fairly and reasonably as by Mr. McFarland.

He states correctly that the Editor of *The Observer* was not at the Lethbridge convention and is therefore not in a position to state that Mr. Baker's proposals were howled down. Well; well; we accept his correction and will state it more mildly, that Mr. Baker's proposals were voted down.

But do the trustees represent the feeling of the people in their respective districts—or, do they just represent their own feelings in the matter? We leave it to Mr. McFarland, himself a trustee, as to whether he discussed the new School Act with any of the ratepayers in his school district, except his colleagues on the school board. He will understand that *The Observer* is not stating that Mr. McFarland did not talk the matter over with other ratepayers—quite possibly he did—but if he did, it is a safe bet that he would be only about one trustee in one hundred to do it.

It is not possible for trustees to take an entirely dispassionate view of matters affecting themselves

in their official capacity. The new School Act most certainly cuts the ground out from under the rural school boards and deprives them of about the only fun there is in being a trustee. It was well understood, from reports received all over the province that the rural trustees would oppose the Act.

But a safer indication of public feeling would appear to be the U.F.A. convention at Edmonton, which endorsed the new Act—by a small margin, it is true, but endorsed it just the same. The constituency conventions, which are being held during the summer, have in each case, endorsed the Act, when and where it was one of the subjects under discussion.

It really seems to *The Observer* that the U.F.A. conventions are better places to get a line on public sentiment than a trustees' convention where those in attendance are sore before they even commence to discuss the measure.

We have stated that in many respects our educational system is autocratic and will remain so. Any school trustee must be well aware of how his school board is hemmed in by the School Act and the host of regulations imposed. The new Act takes from the rural school board a couple of its present duties, but passes these duties along to the Divisional Board, which, by the same token, is elected just as democratically as any rural school board. Nevertheless, the whole tendency of school administration is toward autocracy exercised by and through the Department.

As for passing the Act and making the people like it; it will not be the first Act of the kind, by any means.—*Vegreville Observer*.

WE notice that the U.F.A. locals in this neighborhood have been endorsing the new education bill at present being sponsored by Mr. Perren Baker, Minister of Education.

We think it would improve the measure, with the spirit of which we are in accord, if the larger district boards were elected instead of nominated. This body, in turn, could appoint an executive officer or secretary, for each school. This would tend to raise education, above the distractions of local influence. Think it over.

Speaking of the education bill we are not sure that the appointment of supervisors is going to improve the situation very much. Indeed, the worries of the rural teacher, which already are legion, are more likely to be increased than to be diminished thereby.

We have often wondered why teachers alone of all the professions should be subjected to so much inspection and supervision. When a doctor emerges from a medical college he is regarded as competent to carry on his profession without oversight. The same is true of the druggist and the lawyer. What are the normal schools doing any way if they cannot similarly turn out a fully qualified teacher? We think that the cure for many of our educational ills lies just there. If one year of normal training is insufficient to turn out the finished product increase the period to two or even three years. Then supervisors would be unnecessary and taxes smaller.

There is a danger that the education bill may be made a political issue. Why not get all parties together and evolve a measure that would be acceptable to all? There is no affinity between education and party politics.—*Acme Sentinel*.

“Vigorous and Well Balanced Growth”

“The Commercial Life's Annual Report shows vigorous and well balanced growth, substantial increases being made in all important features. This company continues to maintain a high rate of interest, which for the year 1928 was 7.56%. This company has never closed a year with a dollar of its principal or interest in default and has never foreclosed a mortgage. This is a splendid record, a continuation of which will make this an outstanding dividend paying company.”

—*Financial Times*, Montreal.

Rates and full particulars for any plan of insurance gladly supplied upon enquiry.

HEAD OFFICE: EDMONTON, ALBERTA



EDUCATIONAL RESEARCH DEPARTMENT

EDITED BY M. E. LAZERTE, Ph.D.

PROBLEM-SOLVING IN ARITHMETIC

It is an advantage in beginning the year's work to know the relative standing of our classes in various subjects, and to make comparisons between school and school. To aid in this comparison we are giving below a list of seventy problems, which are arranged in sets of ten each, the groups being based upon the course prescribed for Grades I to VII respectively.

The Research Committee of the A. T. A. is submitting these problems with the request that members give them to their classes and send the results to the General Secretary. If this is done the grade summaries will be published in these columns just as soon as returns are available. Teachers should keep a copy of their report as only the provincial averages will be published. The co-operation of all teachers is earnestly requested in order that the norms derived may be reliable.

Problems 1 to 10 should be given to pupils now beginning Grades II and III; problems 11 to 20 to those entering Grades II, III and IV; problems 21 to 30 to pupils beginning the work of Grades III, IV and V; and so through the list as indicated.

The problems in all instances should be written upon the blackboard. All pupils, unless abnormally slow, should be allowed sufficient time to complete the test. Full credit is to be given if the method of solving a problem is correct even though there is an error in the computation. The problem will be marked incorrect if there is any error in the procedure. No written solutions are demanded, and no particular method of solving any problem is to be prescribed. It is our purpose to find out whether or not the pupil is able to think correctly from the problem as presented to the answer.

The tests may be given any time between September 15th and 30th, at any time of the school day when the pupils are not fatigued.

Teachers will please record the results for each grade separately tabulating the results in the form suggested below.

Problem	Grade II		Grade III	
	Attempted	Correct	Attempted	Correct
1				
2				
Etc.				

The records should show how many pupils in each grade attempted each problem, and the total number of successes for that problem. Each grade should be entered separately. Totals and not percentages should be entered.

It will aid in the compilation of future tests if, when, forwarding returns, you send along a list of problems which you consider to be suitable for the grades in which you are interested.

GRADES II AND III

1. I had 10 cents after spending 4 cents for a top. How much money had I before buying the top?
2. A boy bought a book for 7 cents and a pencil for 5 cents. Find the total cost of both.
3. If ice-cream cones cost 5 cents each, how many cones can I buy for 15 cents?

4. Find the cost of 3 hats at \$4 each.
5. Mary is 8 years old and Jack is 5 years old. How many years is Mary older than Jack?
6. If I earned 2 cents on Monday, 4 cents on Tuesday, and 3 cents on Wednesday, how much would I earn on the three days?
7. If a boy had 9 marbles, how many would he have after giving 4 of them to his brother and 3 of them to his sister?
8. If I asked a storekeeper for half a dozen eggs, how many should he give me?
9. Jane is 8 years old. In how many years will she be 17 years old?
10. There are 14 books on the table. Half of them are mine. The rest of them are John's. How many of them are John's?

GRADES II, III AND IV

11. There are 9 boys and 8 girls in my class. How many pupils are there in the class?
12. There are 30 days in June and 31 in July. How many days are there in the two months?
13. Jack weighs 52 pounds and Bob weighs 45 pounds. How much less than Jack does Bob weigh?
14. Mary's bank will hold \$2. There is \$1.40 in it now. How much more will the bank hold?
15. A farmer has three fields of corn with 12 acres in the first, 7 acres in the second, and 6 acres in the third. How many acres of corn has he?
16. How many inches are there in 1½ feet?
17. Find the cost of 7 yards of cloth at \$3 per yard.
18. How many pints are there in 7 quarts?
19. How many minutes are there from 9 o'clock until 12 o'clock?
20. How many inches are there in 1-3 of a yard?

GRADES III, IV AND V

21. A boy attended school 195 days in Grade 1, 188 days in Grade II, and 189 days in Grade III. How many days did he attend in the three grades?
22. The population of a town increased in one year from 4,699 to 6,340. What was the increase in population in the year?
23. If a man earns \$3.20 in a day, how much will he earn in 9 days?
24. From 8 acres a farmer gets 176 bushels of wheat. How much does he get from each acre?
25. If milk is worth 12 cents a quart, how much should I pay for 2 gallons of it?
26. How many inches are there in 3 1-6 feet?
27. In four days a carpenter worked 10 hours, 7 hours, 8 hours, and 9 hours. How much did he earn at 45 cents an hour?
28. A gardener sows 8 ounces of sweet pea seed in each row. How many two-pound packages will he need for 12 rows?
29. Oranges are selling at 2 for 5 cents. How much will one dozen oranges cost?
30. A man works 8 hours for \$4.80. How much does he receive for each hour's work?

GRADES IV, V AND VI

31. What change should mother receive from a ten dollar bill if she bought two pounds of tomatoes at 15 cents a pound, one head of cabbage at 15 cents, and 2 pounds of bacon at 55 cents per pound?
32. A farmer raised 26 bushels of wheat per acre on 49 acres. How much is it worth at \$1.12 per bushel?
33. On his birthday mother gave Jack 75 cents to take himself and four friends to the movies. What was the price of each ticket?
34. A farmer received \$57 for 60 bushels of wheat. What price per bushel did he receive?
35. A man has 2½ acres of potatoes from which he gets 120 bushels per acre. If potatoes are worth \$1.40 per bushel, find the value of the entire crop.
36. A field is 20 rods long and 12 rods wide. How many rods of fence are required to surround it?
37. I left Calgary at 8 a.m. and reached Edmonton at 2:30 p.m. How long was I on the train?

38. How many pounds does baby weigh if he weighs 336 ounces?
 39. I buy apples at 20 cents a peck and sell them at \$1 per bushel. How much do I gain on 50 bushels?
 40. How many minutes are there in a day?

GRADES V, VI AND VII

41. How many square yards are there in a garden plot 21 feet long and 15 feet wide?
 42. A boy can run 100 yards in 12 seconds. How far would he run in an hour if he could keep running this fast?
 43. If 3 pounds of beefsteak cost \$1.35, what will 5 pounds cost?
 44. Alice is reading a book that has 140 pages. She has read 80 pages. How long will it take her to finish it if she reads 20 pages an hour?
 45. I bought a load of coal weighing 7,500 pounds at \$6.20 a ton. What did I pay for the coal?
 46. A grocer bought 6 tons of potatoes. Find the cost at \$1.20 a bushel.
 47. A steamship makes a trip in 14½ hours. How many minutes did the trip take?
 48. A man buys ice-cream at \$1.20 a gallon. From each quart he serves five dishes at 10 cents a dish. What is his profit on one gallon of ice-cream?
 49. How many square yards of pavement are there in a street ¼ mile long and 66 feet wide?
 50. A man receives \$1.50 per acre for ploughing a field that is 220 rods long and 70 rods wide. How much does he receive?

GRADES VI, VII AND VIII

51. A dealer bought 5 tons of seed potatoes at \$2 per bushel and sold them at 80 cents a peck. How much did he gain?
 52. I had a field of alfalfa. From the first cutting I secured 18 9-20 tons, from the second cutting 13½ tons, and from the third 8 2-3 tons. Find the value of the alfalfa at \$7.50 per ton.
 53. A space 90 feet long, 60 feet wide and 20 inches deep is filled with earth. Find the cost of the earth at 55 cents per cubic yard.
 54. At \$1.25 per yard, how many yards of cloth can be bought for \$12?
 55. After giving 25 per cent. of his marbles to Tommy and 30 per cent. of them to Harry, Bob had left for himself 40 more than he had given Tommy. How many did he give Tommy?
 56. Find the weight in tons of the water in a tank 7½ feet long, 6 2-3 feet wide and 3 1-5 feet deep, if a cubic foot of water weighs 62½ pounds.
 57. If 12½ tons of coal cost \$84, find how much coal I could buy for \$16.
 58. On market day a farmer sold his potatoes for \$1.50 a bushel. To his six customers he sold the following amounts: 50 cents worth, 25 pounds, 1½ bushels, 1 peck, 10 pounds, and one dollar's worth. How many bushels did he sell altogether?
 59. If a horse eats 12 quarts of oats per day, how many days will 3½ bushels feed him?
 60. Find the cost of linoleum required to cover the floor of a kitchen 14 feet long and 13 feet 6 inches wide at 75 cents per square yard.

GRADES VII AND VIII

61. A man's income is \$2,520 per year. He pays an income tax of 4½ per cent. on the part of his income over \$2,000. Find the amount of his income tax.
 62. Mr. Smith borrowed \$400 on June 10th at 5 per cent. He paid the principal and interest on November 10th of the same year. How much did he pay?
 63. A lot 150 feet long and 100 feet wide is to be surrounded by a close board fence 6 feet high. What will the boards cost at \$12.50 per thousand feet?
 64. During April we used 22,400 cubic feet of gas in the furnace. If the gas cost 48 cents per 1,000 cubic feet, what was the amount of my bill after I was allowed a 5 per cent. discount.
 65. A coal bin 10 2-5 feet long, 7½ feet wide, and 4 3-8 feet high is 2-3 full of coal. Find the cost of the coal at \$7.50 per ton (one ton occupies 35 cubic feet of space).
 66. In 1916 there were 47,978 pupils enrolled in rural schools, and 51,223 pupils enrolled in graded schools in Alberta. What per cent of all the pupils were in graded schools?
 67. A cow produced 17,896 lbs. of milk testing 3.48 per cent. butterfat. Find the value of the butterfat at 39 cents per pound.

68. A dealer received a shipment of goods weighing 23,678 pounds. If the freight rate is \$.475 per hundred pounds, what were the freight charges?

69. A railroad company has 245.59 miles of railway. If the total earnings in 1928 were \$2,700,733 and the cost of operation was \$2,448,207, find the average profit per mile of railway.

70. A man sold one horse for \$150 gaining 20 per cent., and another for \$135 losing 10 per cent. What did the two horses cost him?

Congratulations



R. W. HEDLEY, M.A., B. Educ.

(Appointed to Staff of the Edmonton Normal School)

WHICHEVER denomination claims Mr. Hedley, his real religion is Art and Alberta teachers look upon him as Art's high priest—Art in the larger sense as applied to beautiful surroundings as well as the mere enjoyment of fine arts. On making comparisons between past and present, Mr. Hedley must experience a measure of satisfaction that years of effort devoted to his task and hobby has produced real genuine results; that his work in the schools, directed in a practical way to the beautification of our surroundings has played a large part in that growth nobler than increase in size and population—that growing tendency to take pride in having tasty homes and beautiful surroundings.

The courses in Art in both public and high schools were the work of Mr. Hedley who has just completed his fourteenth session at our Summer School as Art teacher. His recent appointment, therefore, to the Edmonton Normal School staff will enable him to consummate his ideal to inspire teachers along artistic lines in a much wider field than has been possible heretofore and it is our opinion that he is the logical and most suitable appointee the Department could have chosen.

Although R. W. is interested primarily in Art he has not devoted himself to it to the exclusion of all other phases of education. He has kept well abreast in all respects and obtained in 1924 his Bachelor of Education degree from the Uni-

versity of Alberta. Also, he attended Summer Session, twelve years ago at Columbia University Teachers' College and personal visits to New York, Chicago, San Francisco and other centres have kept him in intimate touch with all phases of Art Work the latter being of tremendous service to him and his charges as Art Supervisor and high school Art teacher for the Edmonton schools which post he has honored since 1924.

Robbie is a product of Southern Ontario where he sometimes shivered in school during winter as the outside air found inlet through a thousand cracks and crevices. For three years he taught in Ontario rural schools and later matriculated with honors in Mathematics from Hamilton Collegiate Institute. On entering Toronto University he took a double honor course for two years in Mathematics, Physics and Chemistry and graduated in Mathematics. Afterwards, when teaching in Strathroy Collegiate he secured Art Specialist's standing for Ontario.

All in all, therefore, Mr. Hedley is an "all round" educationist as well as a specialist in Art; he is a fine organizer, of most amiable disposition, a most worthy friend—a jolly good fellow. A member of the A.T.A. since its inception he will be missed from A.T.A. circles; the Edmonton teachers and his colleagues on the Victoria High School staff will regret his departure from their midst. However, what is our loss, is gain to the Department of Education and the Edmonton Normal School.

HARRY S. BALFOUR, M.A.

HERE is yet another instance of the Department of Education adding to the Inspectoral Staff one of the choicest high school teachers and one of our most loyal A.T.A. members. Harry S. Balfour leaves the Victoria High School, Edmonton, to migrate to the Grande Prairie Inspectorate.

Harry has been connected with the Edmonton Public School Board for the past seventeen or eighteen years serving in different capacities as principal of different public schools and as mathematics master in the Victoria High School. During the early part of the War he left the principalship of the Parkdale School for the purpose of going overseas with the 151st Battalion, being transferred with commission rank to the 49th just previous to their mixing in the "real stuff" in France. In October, 1916, he was wounded and taken prisoner at the battle of the Somme and during the two years in the German prison camp Captain Balfour studied for his B.A. degree with Queen's University. Following the Armistice he was evacuated through Denmark, went to Cambridge University, completed his B.A. degree in 1919, and returned to duty at Edmonton, being located shortly afterwards as mathematics teacher on the Victoria High School staff. For the past ten years he has been a tower of strength to the Edmonton staff and to the Edmonton High School Local Alliance having served the local in official capacities from time to time including school representative on the Executive and Secretary-Treasurer.

Though Edmonton, perforce, must lose him, Inspector Balfour is not lost to education in Alberta and as he enters a wider and possibly more influential sphere, the good wishes and congratulations we extend to him will be heartily endorsed by pupils, teachers, School Board and citizens of Edmonton.



D. M. SULLIVAN, M.A.

MR. D. M. SULLIVAN, M.A., newly appointed Inspector of Schools for the High River district, first got the idea of being a school teacher when he headed the County of Lanark, Ontario, in the Entrance Examinations. He took Latin for four years and Greek for three in the Perth Collegiate Institute, and this intensive training was supplemented by special Classics at McMaster University, Toronto, from which he graduated with the degree of B.A., in 1914, and M.A., 1919.

He has dabbled in pedagogy from the scientific standpoint in Perth Model School, University of Toronto; Calgary Normal School; and Chicago University. His practical experience includes two and a half years in rural Ontario, and extensive experience in Melville, Saskatchewan; Midnapore and Winnifred, Alberta. For three years he was Classics Master in Medicine Hat High School, being promoted in 1918 to the position of principal, which portfolio he has held ever since. He has had the unique experience of having taught about half the public school teachers and two of the high school teachers in Medicine Hat.

Dave has always been a loyal member of the Alberta Teachers' Alliance. He was one of the first presidents of the Medicine Hat local, and has served as geographical representative on the provincial executive, repeatedly refusing nomination for president. He wrote the high school grammar course in the first A.T.A. Bureau of Education and is co-author of the present Alberta text in public school grammar. He has contributed many articles both humorous and serious to the *A.T.A. Magazine*. He is happily married, pays dues and owes allegiance, or on occasion pays just the allegiance, to the Baptist church, the Masonic Lodge, International Rotary, and the Alberta Teachers' Alliance.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month

EXECUTIVE OF A.T.A., 1929-30

President.....A. J. H. Powell, 8416 105th St., Edmonton
Vice-President.....C. G. Elliott, 11606 86th St., Edmonton
Past-President.....H. D. Ainlay, 11014 81st Ave., Edmonton

TRUSTEES

Calgary Representative.....Miss Jessie McColl, 728 14th Ave. W., Calgary
Edmonton Representative.....C. O. Hicks, 10611 112th St., Edmonton
Central Alberta Representative.....Miss E. C. Barclay, Red Deer
Northern Alberta Representative.....Leslie Robbins, Waskatenau
S.W. Alberta Representative.....W. L. Irvine, Vulcan
S.E. Alberta Representative.....Mrs. Jean Jakey, Drumheller
GENERAL SECRETARY-TREASURER: John W. Barnett, Imperial Bank Building, Edmonton

ASSISTANT SECRETARY: Miss M. K. Benham.
SOLICITORS: Van Allen, Simpson & Co., Bank of Montreal Building
Edmonton

The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton
Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO., LTD.
Imperial Bank Building, Edmonton, Alberta

SUBSCRIPTION: Members of A.T.A. - - - - \$1.00 per annum
Non-Members - - - - \$1.50 per annum

Vol. X

EDMONTON, SEPTEMBER, 1929

No. 1

BLAIRMORE SCHOOL BOARD

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

BOWDEN S.D. No. 302

THULE S.D. No. 1126

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to:

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

TABLE OF CONTENTS

Review of Academic High School Curriculum— A.T.A. Contribution—C. O. Hicks.....	1
Provincial Agricultural Schools— A Door to Vocational Guidance, W. H. SWIFT ..	5
Deputation Waits on Government.....	7
On the Foremost Question.....	9
Educational Research Dept.....	13
Congratulations R. W. HEDLEY, B. EDUC..... H. S. BALFOUR, M.A. } D. M. SULLIVAN, M.A. }	14, 15
Editorial.....	16
A Word of Appreciation to Sub-Examiners.....	19
A Word of Sympathy.....	20
Obituary—G. W. POTTER.....	20
Newly Elected Officers, C.T.F.....	20
Teachers' Helps Dept.....	21

Editorial

ISSUES THAT TRANSCEND POLITICS

THE U.F.A. recently published an article by Alfred Speakman, M.P., relative to Special Committees of a non-partisan character which have been functioning in three matters of great national concern. We commend this article to our readers, the general public and the Alberta Government, especially that portion under the sub-heading, "One Notable Exception." With three years' experience of the Special Committee on Soldier Re-establishment the writer states: "Each member contributed what he could to the objective in mind—that of framing legislation in the best and most satisfactory manner possible, rather than seeking some political kudos for himself or for his party." He implies that non-partisan committees which brought forth the Election Act and the Grain Act worked in the same accommodating spirit, and contends: "The acts themselves have been acclaimed as the most carefully considered and most skilfully framed of any which have been recently enacted."

* * * *

EVEN the hard-boiled politicians of Ottawa seem to be able to set aside completely party interests and take advantage when the facility is provided them to engage in a common endeavor to accomplish a real good thing for Canada. Results have proven that the most dangerous and inflammatory material can be most effectively and efficiently tackled in this way. The welfare of our returned men, the purification of our electoral system, the just regulation of the disposal of the principal products of our basic industry—all are objects before which self- or party-aggrandizement may well prostrate themselves. Even so, but who that thinks deeply and understands fully would be conscientious in contending that these great questions are as significant to the well-being of Canada as the education of our children for life? Could not Alberta set an example worthy of emulation by submitting questions involving fundamental educational legislative problems to a non-party body (or all-party, which in its final analysis means non-partisan)? Have we any reason to believe that the party groups in our Legislature are less public-spirited, less capable of sinking party advantage, or less capable of giving valuable assistance on a fundamental issue than their friends in the Dominion House?—Mr. Shaw is not, Mr. White is not, Mr. McGillivray is not and, withal, the Press is not.

* * * *

THE Provincial Government has been courageous enough to "throw into the ring" the School Act which has its merits as well as its defects; these in about equal measure make it, politically speaking, pretty bad medicine for them. It is surely only doing justice to the Government to recognize that when they undertook the task of re-arranging the functions and

delimitating the powers of school boards they were fully conscious of the risks they ran; therefore we do not think that any shallow considerations of tenure of office will lead the present administration at Edmonton to drop the hot coal. In any case, the issue is now precipitated and even if withdrawn altogether the School Act will provide an excellent target for opposition ammunition both in the Legislature itself and in the country outside. May we suggest in all sincerity that still more courage is now required and that the Government should undertake the risk of a little derisive comment by appealing at this time for the co-operation of the minority parties in a comprehensive effort to formulate the best possible scheme of educational reform—to get the people behind it, or at least, to convince the electorate that education must transcend politics and that the best scheme devisable has been provided. The people of the Province are not behind the present system; they are just "mixed up in it," as several recent trouble cases have strikingly evidenced. The next system can only be an improvement on the present system in so far as it comes into effect with all parties rallying the electorate to work for its success. That is not to say that the reform of our school system must await the demand of the electorate or the whole-hearted endorsement of rural school trustees whose powers and functions must inevitably be pruned—it would be waiting an unconscionably long time, perhaps for ever! It is enough that any new scheme go forward with the great bulk of our public men, having buried the axe of discord in this regard, resolved to stand behind the scheme for the good of education and the child.

"NONE OF YOUR BUSINESS"

ONE only, as far as we are aware, of the reputable newspapers of the Province has thrown cold water upon or in any way criticized adversely the suggestion of the Alliance that the Government appoint a commission representing Government, Liberal, Labour and Conservative parties; the Trustees' Association and the Alliance. If the editorial appearing recently in the *Vegreville Observer* covers the whole case against the proposal then little need be said in reply thereto, except in so far as it be necessary to react against certain implications and innuendos embodied therein. The *Vegreville Observer* states:

"Just recently the Alberta Teachers' Alliance came out with the proposal that the revised bill should be submitted to a sort of special committee, consisting of representatives of the Alliance, the Trustees' Association and certain other public or semi-public bodies for their amendment or endorsement before coming again before the Legislature."

The editorial follows with:

"Some years ago, a committee was formed along similar lines to deal with the school curriculum. The result is only too well known, especially as regards our high school curriculum—the most terrible high school curriculum ever devised by the hand of man. Everybody with a fad in his head tried to saw that fad off on the committee and some succeeded entirely too well. The result has been confusion worse confounded."

THESE statements like most of the article are so unspecific and general that without being false (*per se*) they contain just enough accuracy to create an inaccurate impression of what the Alliance proposal really amounts to. We believe that for once the Editor is under a wrong impression and that he has not looked into the case very carefully. However, he does not usually set up "men of straw" and then indulge in the spectacular game of bowling them over; therefore we wholeheartedly pardon this exceptional "lapse from grace."

* * * *

IN the first place the Alliance has recommended no such committee as the Curriculum Committee. We are just as convinced as the *Vegreville Observer* that serious notice taken of every faddist who wants to saw off his fad produces a result analagous to that of the man in the fable who tried to take everybody's advice when proceeding to market to sell his donkey. We don't want to have every old grandmother on the job spilling a lot of advice(?)—"piffle" the *Vegreville Observer* calls it. This is one danger our proposal sought to avoid; that is why we suggested a commission including all parties in the Legislature to review thoroughly the whole situation regarding the system and make recommendations with respect thereto, which might serve as an authoritative guide to the legislators—not to consider the new School Act alone for "their amendments or endorsement before coming again before the Legislature."

* * * *

OUR viewpoint has been fully set forth and enlarged upon in preceding issues of *The A.T.A. Magazine* and the Premier, when our Executive appeared before the Cabinet, recognized the merit of our proposal as set forth; although he was not convinced by past experiences that non-partisanship of the type suggested could be developed in the Alberta Legislature. If our case as set forth be weak or foolish, then surely in justice to all concerned, it should be dealt with on its merits as specifically and officially set forth, rather than make a few general statements with respect thereto and develop an argument.

* * * *

THE *Vegreville Observer* remarks that there is "a vast difference between the curricula of the schools and the administration of them," and that "since the new bill deals exclusively with administration the interest of the Alliance lies in only one or two comparatively minor respects." This is getting down to "brass tacks," but absolute statements of this kind might be accepted as obviously unanswerable by superficial and uninformed readers—therein lies the danger. As a matter of fact, it is most unlikely that any body of citizens are as well-informed as the teachers or have studied as much the question of school administration—as well as curricula. Not a few of our leading members have taken special post-graduate

courses in School Administration under authorities equal in calibre, possibly, to the one so much relied upon by the Minister and his official advisers. The term *educator* today embraces far more than a knowledge of the technique of teaching. Furthermore, knowing for some years past that a new School Bill was in prospect Educational Administration has been in the forefront as far as our leading members are concerned. We were of the opinion, and most people seem to agree with us, that the administrative system affects the school room and the teacher at every turn of the road. This being so we contend we are not sticking our nose into business that does not concern us.

* * * *

THE whole purpose of an educational administrative system is to so provide that the schoolroom itself, the teacher included, can function with a minimum of obstacles and a maximum of efficiency; and the Minister's advocacy of his measure has been very strong in that one and all of his speeches have concentrated upon this idea. The appointment, supervision, salary of teachers, and who shall pay them; the controlling administrative unit; local autonomy or remote, centralized control, embracing the fundamental considerations as to whether or not there shall be some measure of choice of school boards regarding curricula, examinations, appointment of supervising officers and superintendents from the local ranks—surely all these things are of profound importance to teachers and not "minor" considerations or insignificant details covered by the School Bill.

* * * *

THE rejoinder may possibly be anticipated: "No section of the citizens, employees for instance, should have any say in matters which affect their personal interests. 'Their's not to reason why;' their duty is to do as they're jolly well told; not to presume to give advice to their bosses." If this is what the *Vegreville Observer* means to imply, then all we can say is that a mid-Victorian philosophy still dominates his attitude. The modern conception and practice in business, in corporation and in public service, is to develop co-operation, interchange of opinion and confidence between employees and the administration. Where this prevails, there one finds the maximum of efficiency and the minimum of dislocation, confusion and friction. Is it not just as logical to urge that taxpayers should have no say regarding money by-laws or exercise any influence on expenditures for public services, as to imply that (any ethical motives or educational idealism to the contrary notwithstanding) the teachers would devote themselves exclusively to "grinding their own axe" and, therefore, they should be excluded from a voice in shaping a sound administrative system? Never fear, brother, there would be too many close scrutineers to allow the Teachers' Alliance to "slip something over." We have sufficiently acute perception to realize that, even were our intentions sinister, we would be "out of luck." This is not a case of Balaam's ass talking to his Master; neither is the Alliance a busy-

body angling for power. The teachers seek merely a means of implementing their desire to make a contribution to a difficult problem which contribution, by virtue of their technical knowledge and peculiar environment, they are convinced would be of value. The teachers dread the educational system drifting further into the party-political arena as a political football. They feel that this can be avoided and that an all-party commission would get down to business and develop a scheme, not 100% perfect as viewed by any section, but sufficiently sound in the opinion of all to enable real sound progress to be made. This would nail down the coffin of mobocracy and bally-hoo referred to by the *Vegreville Observer* as so rampant at the last Trustees' Convention.

A GESTURE OF SOLIDARITY

THE Canadian Teachers' Federation Convention passed one very significant and important resolution approving of measures in the various provinces having for their object the extension of knowledge of the French language, and especially of the introduction and development of methods of instruction designed to promote ability to speak and to understand the spoken language.

The significance lies in its declaration of faith on a much debated issue: Standardization versus Variety in National Culture. The C.T.F. is to be congratulated on its stand for double-tracking the spiritual and literary contacts of the people of Canada, interprovincially and internationally. The world is looking for leadership in international understanding and Canada enjoys the advantage of possessing two of the language keys to that understanding—English and French. Surely we should be passing up a providential superiority if we allowed either to languish or degenerate for lack of educational cultivation.

* * * *

THE importance of the resolution lies in the fine gesture of Canadian solidarity implied in the wording of it. Its corollary is a sympathetic attitude to the movement for the conservation of their language heritage by the French-speaking Canadians. It means a generous interpretation of such facilities as have been already accorded to them and a desire that these shall not remain a "dead letter" for lack of appropriate action.

* * * *

IN our opinion the teaching of English has nothing to lose by extending the knowledge of the French language. On the contrary, experience has shown that where the language issue has been dealt with in a spirit of tolerance and fair play there has been such an increase of intercourse and cordiality between the language groups as to ensure that both languages will be fully used according to their economic commodity and cultural and historic influence.

Finally, the resolution will tend to cement the teacher organizations throughout Canada by removing one of

those subtle germs of discord which our opponents are always so ready to exploit. It is high time that Canadian teachers, irrespective of nationality, creed or language, were solidly grouped around common professional objectives.

A FINE EXAMPLE

OUR sincere commendations are offered to the trustees of the McLennan School District upon their open-handed way of transacting the business of hiring a staff. A recent page of the *Edmonton Journal* contained this advertisement:

"WANTED—Three teachers, members Teachers' Alliance, viz.: One for grades one and three. Salary, \$110 per month. Able to teach French language. One for grades three and five. Salary, \$120 per month. Mention experience and references. Apply Sec.-Treasurer, McLennan School District, A. C. Lariviere."

* * * *

WE interpret the advertisement above referred to, for "three teachers, members of Teachers' Alliance" as a courageous endorsement by the McLennan Board of the principles of our organization and as an assurance from them that they are prepared to pursue policies that will keep A.T.A. members in their employ. Implicitly it is more than that. Whoever secures appointment by virtue of his membership in the Alliance accepts the grave responsibility of making the policy of the school board in this regard one worthy of continuing indefinitely. He or she accepts the responsibility of upholding the Alliance in the respect of that community. We hope and believe that the McLennan Board's method of obtaining a reliable staff will prove so successful as to commend itself to trustees throughout the Province.

The act of the McLennan School Board, we are pleased to state, without in any way minimizing our appreciation of their policy, is not a novel experiment; on rare occasions during the past years "Teachers Wanted" advertisements of a similar nature have appeared in the newspapers and we have on record cases where school boards in Alberta, before making an appointment, satisfy themselves regarding the "good standing" or otherwise in their professional organization of their prospective appointees. Some trustees scan carefully the lists of paid-up members which appear from time to time in *The A.T.A. Magazine* and have been known to suggest to delinquents on their staff that loyalty to the A.T.A. and all that it stands for is one criterion at least of loyalty to school board, to education and to pupils. The number of such boards and trustees is steadily increasing—the more happiness to them; the more power to their elbow.

We reciprocate and extend to such our glad right hand of co-operation in securing good service in the school and *bona fide* observance by teachers in letter and spirit of contractual obligations.

ALL IS NOT GOLD THAT GLITTERS

OUR nostrils received recently from afar a most objectionable shock. A certain school board, whose record regarding treatment of their staff is the reverse of enviable and who, in consequence, have experienced no little difficulty in securing applicants of the right type for their school, almost secured a very desirable high school teacher. The salary offered was good as salaries go and this, together with the almost indecent haste of the official of the school board in question to "close the deal" before the school board had formally made the appointment, caused the applicant to feel suspicious and "bide a wee" and, finally, to wire refusal to accept appointment.

Then followed a counter suggestion (made *sub rosa*, of course):

"If you take the position of vice-principal this year you may consider that the principalship will be securely in your 'mit' next year." The teacher concerned happened to be a member of the A.T.A. and happened to have some conception of professional spirit and loyalty to a principle or principal. This particular school board, crude and unashamed, will sooner or later learn that the rare exception proves the rule, that "cave-man" and "dog-eat-dog" tactics do not appeal to the teachers of Alberta; and that what they offer as alluring ambrosial bouquets are not accepted as such but regarded as stinking fish. We wonder!

We sympathise with the particular principal of the school to this extent only—he has not even the backing said to accrue from "honor amongst thieves." When he elected to serve and continued to serve in this atmosphere he "backed the wrong horse" first, last and all the time. This is a stale mixed-up business anyway; therefore mixed metaphors must be excused. More light will shine someday through the crow-black darkness.

A WORD OF APPRECIATION TO SUB-EXAMINERS

Dear Editor:

Through the medium of your magazine I wish to thank sincerely the chairmen and sub-examiners who so generously made it possible for me to be credited with the earnings I would have had were I able to continue to the end my duties as sub-examiner. In time of such loss—a loss much greater than I ever anticipated experiencing—words fail to express fully my appreciation of this kindness, which is a beautiful example of the fine charitable spirit existing among the teaching body.

Yours sincerely,
D. A. MATHESON.

Newly Elected Officers Canadian Teachers' Federation



J. W. BARNETT, Esq.
Vice-President
Edmonton, Alta.



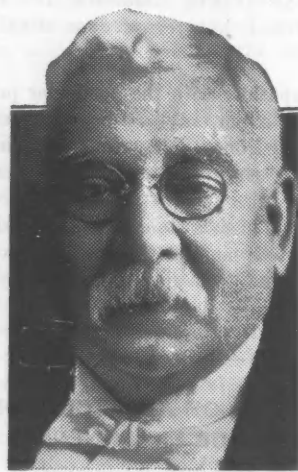
C. N. CRUTCHFIELD, B.A.
President
Shawinigan Falls, Que.



M. J. COLDWELL, Esq.
Secretary-Treasurer
Regina, Sask.

EDITOR'S NOTE: A full report of the C.T.F. Convention will appear next issue.

Obituary



GEORGE POTTER

George Potter was born at Dover, England, and served his apprenticeship to the blacksmithing and wrought-iron trade.

He came to Canada nineteen years ago and became well known as an outstanding craftsman in all forms of ironwork.

For many years he was associated with Mr. Ribchester, ironwork contractor and coachbuilder, and when the Edmonton Technical School was opened in 1913 he was placed in charge of the Forge Shop Department with evening classes and later on with day classes.

Those students who came under his tuition carried away the impression of a craftsman, first and foremost—one who was vitally interested both in

his job and in the boys he had to teach. He was known for his patience and kindly disposition and his ability to get on with people.

Outside of the classroom his principal interests centred themselves around fraternal organizations. He was a prominent Freemason, Past Master of his lodge, and also held a high office in the Manchester Unity, I.O.O.F.

He was a member of the Alberta Teachers' Alliance since its inception and also the College of Handicrafts, London, England.

His death leaves a gap in the vocational teaching of the province that will be very difficult to fill, and he will be greatly missed by the pupils and staff of the Technical School and by a wide circle of friends to whom he had endeared himself by his unfailing kindness and geniality.

A WORD OF SYMPATHY

To members of the teaching profession, the death by drowning of John, the 19-year-old son of Dr. W. G. Carpenter, was a great shock. Dr. Carpenter is, perhaps, one of the most outstanding figures in the educational world of the Province, and the sincere sympathy extended to him in his loss is commensurate with the great esteem in which he is held by his fellow teachers and co-workers in education.

As the principal of the Institute of Technology and Art, Calgary, and formerly as Superintendent of Schools for Edmonton, as well as through his general interest in educational matters, Dr. Carpenter has created a wide circle of friends. At such a time as this, those friends, although feeling that sense of helplessness in alleviating his sorrow and loss, rally to assure him of their heartfelt sympathy, and to offer him any comfort or consolation which such assurance could possibly convey.



OUR TEACHERS' HELPS DEPARTMENT



TEACHERS' HELPS DEPARTMENT

This department exists for the service of Alliance members in the classroom. It will be directed, as it always has been, to give help where help is most needed, i.e., in the ungraded school. We shall put "in our window" what we think will be of most use to you in saving overtime work, in providing good suggestions, and in supplying needed material. We do not think it worth while to merely duplicate text-book content; but we may offer some ideas on how to organize it.

IF AT ANY TIME YOU FEEL ACUTE NEED of a set of supplementary exercises, of composition ideas, of seat-work suggestions, or anything else for which you are really at a loss, PLEASE ASK US. DON'T WAIT FOR IT TO BE SHOWN 'IN THE WINDOW.'

Write, stating clearly what you want, to

EDITOR, T. H. D.,
A. T. A. Magazine,
Imperial Bank Bldg.,
Edmonton

DO YOU NEED—

A book containing special material for History, Geography, Citizenship, Literature or other work in the classroom.

A book on teaching method

A book to illustrate some phase of extra-mural university work

Advice or assistance in the selection of Intelligence, Proficiency or Progress Tests.

You may not be able to name the book, yet you know what you want it for. If you will write to us stating specifically the kind of help that you want, we will try to find the right book in the Provincial or University Libraries, and send it to you.

THE A.T.A. BOOK SERVICE,
Imperial Bank Building,
Edmonton, Alberta,
offers this assistance to Alliance members. The more you use it the better we shall be pleased.

OUTLINES FOR SEPTEMBER

I.—Arithmetic

Grade I: (a) Informal number lessons every day as indicated in the "Course of Studies."

(b) Counting to ten.

(c) Recognition of groups that make 2 and 3.

(d) Recognition of the symbols 1, 2, 3, 4.

(e) Comparison of objects as to size.

N.B.—Rhymes to impress the number sequence might be used.

Grade II: (a) Review Grade I work.

(b) Drill on rapid adding to 10.

(c) Three oral problems per day.

(d) Writing and recognition of symbols to 100 with place values.

(e) Count by 10's to 100.

(f) Add and subtract 1 to or from numbers.

Grade III: (a) Review and drill number facts taken in Grade II.

(b) Problems based on these number facts—one step problems.

(c) Telling time in minute spaces.

(d) Addition with carrying, results not greater than hundreds.

Grade IV: (a) Review work in simple rules covered by Grade III, giving careful attention to combinations and endings. Insist on checking, as per "Course of Studies," in all four rules.

(b) Stress rapid calculation in addition.

Grade V: (a) Table of time.

(b) Pt., Qt., Gal.

Grade VI: Note—It is suggested that anything like a thorough review of the work of the previous grades, as in Section 1, "Course of Studies," be not made in September; that the work of Grade VI be taken up immediately, and that as new processes are learned, they be applied to the work of the previous grades. Probably some review work should be carried out, but the emphasis should be placed on the new work.

(a) Factors, multiples, etc., as outlined in Section 4 (a) "Course."

Grade VII: September and October: Review of fractions, denominate numbers, volumes and areas, bills and accounts.

Grade VIII: (a) Review of fractions and decimals.

(b) Simple Percentage.

(c) Profit and Loss.

(d) Graphs.

II.—English

Grade I: Teach the following words and phrases: Red, blue, green, yellow; run, jump, hop, skip, march, sit, stand; dog, hen, cat, pig; chair, table, window, door; I can, I see, I am, are you? I have, this is, it is, is it? she has.

"The Little Red Hen" book to be begun in September and half finished by the end of October.

Stress vocabulary of "The Little Red Hen" book.

Phonics: m, c, a, s, t, ee, p, l, o, h.

Language and Literature for September and October.

N.B.—Every lesson must be a language lesson.

(a) Memorization and Dramatization:

1, Jack and Jill; 2, Tom Tinker's Dog; 3, Betty Pringle; 4, Little Boy Blue; 5, Betty Blue; 6, Little Bo Peep; 7, Little Miss Muffett; 8, Hi Diddle Diddle; 9, Two optional rhymes; 10, Pease Porridge Hot; 11, Little Polly Flinders; 12, Mix a Pancake, by C. Rosetti.

(b) Retelling and dramatization by pupils of episodes of the story "Billy Goats Gruff," or "How the Bee Did It."

(c) Informal conversations on topics suggested in the "Course of Studies," Part I, pp. 50-51; also on topics suggested in the Course of Elementary Science and Citizenship. Incidentally correct all errors in speech.

(d) Make a beginning towards the development of the "Sentence Sense" as suggested in the "Course" Part I, p. 51.

(e) Drill on the correct use of "I saw" and correct pronunciation of "yes."

(f) Story telling or reading by the teacher. See minimum requirements for Nature stories in the Course.

Grade II: While pupils should hear all selections for Memory Work and should know parts of them, it is not expected that all verses should be memorized. The optional memorization is taken from the "Canadian Reader," in accordance with the "New Course of Studies."

In Supplementary Reading at least two readers should be used with such additions as the teacher finds necessary.

In Literature two stories are given for each month. It is expected that the teacher will select one of the two for telling.

The poem called the "The Months" in the "Canadian Reader" may be profitably used throughout the year.

(a) Phonic and phrase drills.

(b) Reading: Oral: (1) The Fisherman and His Wife; (2) The Morning Hymn.

Silent and Reproduction: Baby Bear Mends His Chair.

(c) Memorization: (1) The Swing; (2) Autumn Fires.

Optional: Lady Moon.

(d) Literature: (1) The Boy Who Cried Wolf, or (2) The Fox and the Crow.

Grade III: Literature: The House in the Woods.

Memory: The Rockaby Lady; Golden Rod.

Stories: Merry Animal Tales.

Reader: Pages 1-30: Dramatization: To be selected; The House in the Woods.

Supplementary Reading: The Winston Reader or similar book.

Grade IV: Silent Reading: The Song of the Golden Sea; The Beaver; The Pot of Gold.

Oral Reading: Harvest Time; Shoemaker and the Elves; Hindu Fable.

Literature: Golden Windows; Damon and Pythias.

Literary Pictures: Pythias on the Scaffold.

Memory: Indian Summer.

Supplementary: Cinderella; Rumpelstiltskin; Brier Rose.

Grade V: N.B.—This represents the minimum required. While only one selection for Silent Reading is assigned each month, it should be remembered that selections for Oral Reading are first read silently. Similarly selections for Memorization are first to be taught as lessons in Literature.

Literature: Copperfield, Jacques Cartier. Oral Reading: The Sea; Copperfield. Silent Reading: Buffalo. Supplementary Reading: Prose: The Secret Garden; Jungle Book. Poetry: Alfred the Harper.

Character Study: Waiter. Memory: Psalm 23.

Grade VI: Literature: The Song of the Lark. Memory: Colors of the Flag. Oral Reading: A Thrilling Moment; The Story of Absalom. Silent Reading: The Hall of Cedric; Boadicea.

Dramatization (to be taken during the year): (1) William Tell; (2) The Wrestling Match; (3) Horatius Defends the Bridge; (4) Laura Secord's Escape; (5) Oliver Cromwell at Home.

Story Telling (to be taken through the year): (1) Alfred; (2) Bruce; (3) Richard the Lion Heart; (4) St. George.

Supplementary Reading (to be taken through the year): (1) Uncle Tom's Cabin; (2) Robinson Crusoe; (3) A Legend of Qu'Appelle.

Optional: (1) Perseus; (2) Arthur; (3) Siegfried; (4) Hercules; (5) Galahad; (6) The Cid; (7) Daniel; (8) Roland.

Grade VII: Literature: All Else in the World; Treasure Island; A Hymn for Canada.

Memory: A Hymn for Canada.

Silent Reading: For the Love of a Man; Treasure Island. (From the five books to be mentioned in this outline, "Evangeline" and "Treasure Island" are imperative. A choice will be given of the remaining three).

Oral Reading: Little Gavroche.

Grade VIII: The course is changed from year to year. That which we have is for last year. We shall endeavor to get the outline from our good friends at the earliest opportunity and will publish it in the ensuing issue.

III—Writing

Grade I: N.B.—In teaching forms of letters be careful to use exactly those given on page 154, Revised "Course of Studies," Part II. Give continued drill on the oval for slant all through the year.

(a) Much drill on large oval at board with drill at seats on position of paper, hands, body, arms, feet.

(b) Tracing of a copy of the oval with crayon or chalk for sake of position.

(c) When position is learned, tracing of oval on unruled paper with crayon.

(d) Gradually reduce the size of oval on ruled paper to one inch, just to get size.

(e) Teach i, u, t, j, n, m, and exercises for these letters.

Grade II: Both months: Review all small letters (one space letters) and figures. Special emphasis on two and three space letters.

Grade III: (a) A thorough review of Grade II work. Cover the alphabet twice during the year. Small letters half space, capitals one space.

(b) Practise direct oval for making of letters which follow that form.

(c) Teach the letters A, C, E, O.

(d) Practise starting curve for small letters. Then letters a, c, o, d, g, q.

Grade IV: General Principles: (1) General movement exercises given each lesson; (2) Strict attention to the instructions for the teaching of writing as given in the "Course of Studies"; (3) The alphabet to be covered twice a year, once before Christmas.

(a) Small letters: i, u, w, t, j.

(b) Capital letters: O, C, A, B, R.

Grade V: (a) o, a, d, c, e, i, u, v, w, n, m.

(b) O, C, E, A, H, M.

Grade VI: Note: Study and analyze the letter forms separately, concentrating on one difficulty at a time. Then combine the letter forms in groups as aaaa, bbbbb, ffff. Follow up with short syllables as: ma, bu, hi, etc. Finally combine into words and sentences. At any stage confine practice to forms studied. Give some figure practice in every lesson. The division of forms by months is arbitrary and need not be rigidly adhered to.

a, i, u, w; A, C, O; 1, 4.

Grades VII and VIII: September-December: Good position; proper penholding; freedom of movement; review of movement; exercises and principles of letter formation including all small and capital letter forms and optional ones; figures; particular attention to spacing, slant, and size of words and letters in sentences.

(N.B.—From observation of the writing of many students we feel that we should emphasize the imperative need of insisting upon neatness in all written work. Every piece of written work ought to be an exercise in writing as in language.—Director.)

IV—English Language and Composition

Grade II: (a) Composition: Review sentence construction, drilling on capital and period. Teach saw, seen, did, done, it is I.

(b) Dramatization: The Shoemaker and the Elves (from the Children's Hour).

(c) Reproduction: The Hare and the Tortoise (from the Children's Hour).

Grade III: General Suggestions: (a) Reproduction of Stories.

(1) Reproduction of short stories, e.g., Aesop's Fables.

(2) Finish a half told story, or finish a story when only the introductory sentence is given.

(3) Reproduction of Literature or reading lesson stories in short form with the idea of selecting only the main points and in order of sequence.

(b) Conversation lessons might include: (1) Nature and Citizenship lessons; (2) Imaginative Stories.

(c) Give Information Tests. "Modern Practice in Teaching Composition," Decker, is suggestive.

September and October: Oral: Stories of two or more pictures (any pictures); reproduction of stories; conversation lessons.

Formal: Review uses of capital letters, teach use of capital for first word of each line of poetry; review of period and question mark. Drill on correct forms, include those mentioned in Grades I and II, as well as to, too, two, their, there.

Written: Have pupils copy sentences previously given by them, and written on the board by the teacher. Teach good arrangement of sentences. Drill particularly on good opening and closing sentences. Word-building exercises, words ending in -tion, -able, -ight, -cast.

Grade IV: Practice simple sentences.

Oral: Three or four distinct simple sentences on given topics.

Written: Same as oral, in paragraph form, with attention to indentation, capitals and ending.

Systematic corrections of speech errors, throughout the year.

Suggested topics: My First Swim, A Wild Animal I Have Seen, My Pet, How I Help at Home.

Grade V: Oral and written compositions require continuous practice throughout the year.

The new work for Grade V is specially paragraph work. It is suggested that this be begun in the term and carried throughout the year.

The list of 35 words, of which the children must learn the meaning of 20 is as follows: Permission, weapon, excellent, fable, opponent, language, splendid, observe, cautious, exclaim, relate, request, expedition, attempt, explorer, navigable, various, boundary, consent, presently, author, founded.

Review: Singular and Plural, Masculine and Feminine, Statements, Commands and Questions.

Grade VI: Formal Composition: 120 minutes a week.

From September to Christmas: Lay stress upon pronunciation and articulation drill, and to elimination of the "non-pertinent" sentences in composition, as per "Suggested Exercises," "Course of Studies." It is recommended also that letter files be made at the beginning of the term.

Mechanics, letters, grammar should be taught during the year.

Grade VII: (1) Sentence Practice; (2) Arrange a group of ideas in their order of importance; (3) Direct and indirect narration.

Grade VIII: Notes: (1) All phases of composition, including oral, to receive attention throughout the year, the headings hereinafter mentioned indicating such topics as are to receive special treatment. (2) It is recommended that one composition be done by the pupils each month.

September to December: (a) Thought Work; (b) Sentence Practice; (c) Paragraph Practice; (d) Longer Composition.

N.B.—In Grades II-VII Miss Dickie's Composition be used to amplify the Course.

In Grade VIII Miss Dickie's "Learning to Speak and Write" be used to amplify the Course.

V—Grammar

Grade VII: (1) Review phrases (Grade VI); (2) Sentences and Kinds.

Grade VIII: September-January: (a) Review of Detailed Analysis of Simple Sentences and of the parts of speech as outlined in the "Course of Studies," Grade VII. (b) Compound Sentences, Complex Sentences.

Art Music Co. Ltd.

FRATKIN BROS.

Edmonton's Leading Orthophonic, Victrola
and Record Shop

If it is Music and Printed we have it
Old Genuine Violins, Strings, Etc.

Victor Radios

Gibson Mandolins, Guitars, Banjos in stock
Leedy and Ludwig Drums
Classical and Popular Music

Latest Dance Folios Latest Records

Buscher Saxophones, Cornets, Etc.

Teachers' Music Supplies and Theory Books

Mail Orders our Specialty

Write us for a Catalogue

Satisfaction guaranteed or money refunded

Art Music Co. Ltd.

10127 101st Street

Edmonton



Price
\$75.00
CASH
\$82.50
TERMS

ROYAL
PORTABLE

The M. Phillips Typewriter Co.

'PHONE 5132

10418 Jasper Ave.

EDMONTON, Alta.

Two of the finest and largest Cafes in connection.
All car lines pass both hotels.

Your wife and children are always welcome and
looked after if unaccompanied.

SOME REASONS WHY

HOTEL SELKIRK

AND

YALE HOTEL

Are Desirable Places to Stay in Edmonton

Both Hotels are situated in the Business District

Rates are Reasonable.

ROBT. McDONALD

-

Proprietor



Velvet Ice Cream

In BRICKS, BULK, DIXIES

Delightful for all Social Events
Serve it and you please all
Special designs made to order

Visitors welcome to our new plant
2 to 4 p.m.

For appointments 'Phone 4424

THE
E.C.D. Company
LIMITED

EDMONTON

ALBERTA

"I saw your name in the A.T.A."

Parsing: (1) Kinds of sentences (according to form: Simple, Complex, Compound).

(2) Clauses (Definition), (a) Principal, (b) Subordinate (Noun, Adjective, Adverbial).

(3) Clausal Analysis (of reasonably complex sentences), (a) Identify clauses, (b) Indicate relation and thereby classify.

(4) Detailed Analysis (for review), Simple Sentences and Clauses.

(5) Parsing: Classification, Inflection, Relation. Parts of Speech: Classification and Inflection.

(1) The Noun: (i) Kinds, Proper and Common; (ii) Number, Singular and Plural; (iii) Gender, Masculine, Feminine, Neuter; (iv) Case, Nominative, Possessive, Objective.

(2) Pronoun: (i) Kinds, Personal and Non-personal; (ii), (iii), (iv) as for noun.

(3) Adjective: Teach use of -er, -est with monosyllables; "more" and "most" with polysyllables; and the comparison and use of the irregular words; e.g., good, much, little, etc.

(4) Verb: (i) Kinds, Transitive and Intransitive; (ii) Agreement; (iii) Principal parts; (iv) Voice: Active, Passive.

(5) Adverb: (i) Kinds: Time, Place, Manner, Degree.

(ii) Formation: from Adjectives.

VI—Spelling

Grade II: Review of the spelling of Grade I to be covered in September and October.

First column, page 99, 42 words. (Course of Studies, all grades). Two word families.

Grade III: (For the whole year).

(a) Review Grade II work in September.

(b) Take lists in order, first term, second term and supplementary lists.

(c) Teacher's list taken according to needs of class.

(d) Words and simple sentences to be given in the test period of every lesson.

(e) One day each week for review.

(f) Relative words to be taken with list.

(g) Suggested plan: (1) Teach 6 words per day from first term list; (2) Teach 4 words per day from second term list; (3) Teach 6 words per day from first 120 words of Supplementary list and 5 words per day from latter half of same. (4) Teach word families during review in May and June.

Grade IV: Review Grade III during September and October. Four days a week for Term's list and Supplementary list. One day a week for new words.

First Term: Take the 1.3 words at the rate of 6 per day, the 1.4 words at 5 a day, and the 1.5 at 4 a day. The list will then be covered in 29 days. A review of the list could then be taken and the first 74 words of the Supplementary list at 3 a day, be taken as new words. Time spent is 13 weeks, to the first week in December, the remainder of the term to be spent in review.

Grade V: (For the whole year): Until Christmas review all Grade IV work. From September 1st teach 15 words a week of Grade V until finish first term, second term, supplementary words in order.

Grade VI: (For the whole year): Spelling of the previous grades be reviewed in September. Teach six words from list and two from teacher's list daily as follows: Monday, Wednesday: first term list, followed by second term list. Tuesday: Supplementary list; Thursday, 100 Demons. Friday: Review: week, weeks, or month. May and June: Review.

Grade VII: Teach "Course" before using "Speller." September and October: Grades V and VI words reviewed.

Grade VIII: September-December: Review of Grades VI and VII to be completed not later than the end of October. First term: 100 words of Grade VIII. First half of Grade VIII Supplementary Words.

VII—Elementary Science

Grade I: Weather: The rising of the sun, the heat from the sun, the setting of the sun; changes in weather, the visits of Jack Frost, the first appearance of snow.

The beautiful out-of-doors in which to play. The sky color, clouds, lights by day and night, colors in the sky, at times, in evening. Big animals in the cloud formations, camels, bears, elephants, sheep. A nature study walk with the whole class.

The Landscape: the green grass, yellow grain, trees, lakes or sloughs or rivers; flowers and their pretty colors, birds that fly around; the animals, cattle, horses, sheep, dogs, fowl, gopher, foxes, coyotes; the butterflies, mosquitoes, flies, bugs, what these mean to us.

Garden flowers: Bouquets for school and home; pretty wild flowers for mother and teacher; in pots for home and for school.

Grade II: (a) Review of summer experiences as in "Course."

(b) Naming and recognition of five autumn blooming plants: e.g., gum weed, many flowered aster, purple aster, golden rod, sunflower. A general observation only.

(c) Characteristics of season, activities of father and mother because of season.

(d) Changes occurring in the "out-of-doors," coloring of grain fields, leaves, etc.

(e) Birds: Learn their color, flight and song. Autumn activities, food, migration, stories about birds, children telling the stories about the birds, imagining themselves to be the birds.

Grade III: Nature Study: Summer experiences at farm, at lake, on trips, at picnic or at home. Include in these experiences descriptions of scenery involving mountains, woods, fields, lakes or streams. Stress desirability of getting impressions in seeing, hearing, feeling and smelling things. Incidents: storms, sunsets, temperature changes or characteristics; wild and domestic animals, birds, flowers are leads the teacher may give to draw out expression from the children. The sentimental aspect of observation may be safely dwelt upon in this grade. Brief stories of experiences should be written. Read stories of observations made by others and written about. A field trip. Flowers: golden rod, smooth blue aster, gum weed, many flowered aster.

Hygiene: Cleanliness: (1) General; (2) Care of teeth; (3) Uses of soap; (4) Posture.

Grade IV: Nature Study: Collection of seeds. Three plants for detailed observation. Talks on plants used for food. Garden plants and fruits, field plants, wild plants and fruits. Flax for manufacture into linen. Ants, grasshoppers; migration.

Geography: General surface and climatic conditions of community.

Hygiene: Cleanliness; health habits.

Grade V: Nature Study: Review of topography of district, hills, hollows, streams, sloughs; directions in which streams flow; nature of soil, its covering, trees, shrubs, or prairie grass. Successful crops. The wild plants that are most common in the district and are in bloom this month. Of the specimens mentioned in "Course" if sufficient variety, take two from each class, compare them to discover the differences due to their places of growth. If not sufficient variety, take five specimens, compare them to discover the common characteristics that specially adapt them to their living conditions. How plants prepare for winter.

Geography: Continents: (1) Position on globe and flat map; (2) Continents in order of size; (3) Coastline, regular or irregular, oceans touching; (4) Amazon and Nile river systems stressed; (5) North America, very general study; (a) Drainage, St. Lawrence system, Mississippi; (b) General surface; (c) Coastline: Hudson Bay and Gulf of Mexico; (d) Mention of largest cities; (e) Study of maps and continents and the marks indicating surface features.

Hygiene: Attention to physical environment and its effect on health. Frequent inspections, personal cleanliness; ventilation; temperature of room; eye strain; seating of pupils at desk; posture; breathing; eating; physical exercises and games.

Grade VI: Nature Study: September and October: (1) Collection of one group (as in "Course") or (2) Home planting project or similar scheme done at school; (3) Detailed study of two Fall plants: purple aster, wild sunflower; (4) Recognition of five specimens of noxious weeds, shrubs, grasses, trees, wild flowers, garden flowers, grain. Make class collections of each (optional).

Geography: September and October: To end of North America as per "Course."

Hygiene: Review general structure of the body and digestive system.

Grade VII: Agriculture: September and October: Nos. 1 and 3, "Wheat," etc., "Parts of Plants," etc.

Geography: South America as far as the Political Subdivisions and their relative importance.

N.B.—The following is recommended as the minimum of places to be memorized, position and one or two facts to be taught in connection with same (and October).

South America: Santiago, Valparaiso, Iquique, Antofagasta, Buenos Aires, Rosario, Montevideo, Fray Bentos, Santos, Rio de Janeiro, Pernambuco, Le Pas, Asuncion, Lima, Callao, Quito, Guataquil, Bogota, Caracas, Georgetown, Cayenne, Paramariba.

PERMANENT WAVING

The only shop in Edmonton doing every kind of permanent waving and the only one using the textometers, Nestle's latest great invention for measuring the hair.

"COUGHLIN'S"

THE CAPITOL Beauty Parlors

DOROTHY GRAY FACIALS

Jasper Avenue

EDMONTON

Medals, Shields, Prize Cups and Other Trophies Made to Order

Designs submitted for Special Events
We specialize in Fine Engraving

JACKSON BROS.

Leading Jewellers

Jackson Building, Edmonton

'Phone 1747

Two Rules For Success



SPEND JUDICIOUSLY
SAVE CAREFULLY

BUY ALBERTA

4% Demand Savings Certificates

AND LEARN TO SAVE

Five Dollars Will Open An Account

For Further Particulars Write or apply to

HON. R. G. REID
Provincial Treasurer

W. V. NEWSON
Deputy Prov. Treasurer

Parliament Buildings, Edmonton, Alberta

To Alberta Teachers

The September Bulletin of the Department of Health is a Teachers' Number, and will Discuss:

1. School Sanitation: Ventilation, Water Supply, Toilets, Lighting, etc.
2. Physical Defects of Pupils.
3. Symptoms of Illness and Their Meaning.
4. Digest of The Public Health Act and Regulations.

Teachers are invited to write the Department regarding any Health problems arising in their schools, and for information on questions of health and diseases.

Arrangements may be made with the Department for lectures and moving pictures on Health Education.

For further information, write:

DEPARTMENT OF HEALTH

Parliament Buildings, Edmonton.

HON. GEO. HOADLEY, Minister

DR. M. R. BOW, Deputy Minister

"I saw your name in the A.T.A."

Hygiene: Review digestive, circulatory and respiratory systems.

Grade VIII: Agriculture: Parts of a plant or the cereals: wheat, oats, barley, winter rye.

Geography: General survey of British Isles; England.

Hygiene: (1) The Skeleton, (2) What to do when a bone is broken, (3) The Muscles.

VIII—Citizenship

Grade II: Cleanliness. Suggested stories, "The Pig Brother," or page 97 of the Golden Rule Book. Punctuality: Tommy's Lesson.

Care of books, plasticine, etc.

Grade III: Continued discussion of Grades I and II topics, Labor Day; The Family; Sense of Responsibility (Sec. A); Stories.

Suggested methods of handling topics: (1) Class discussion, personal experiences; (2) Stories; (3) Pictures; (4) Current events; (5) Note book, personal experiences; (6) Games or dramatization.

Suggested Stories: (1) "Boys and Girls" from "Wake-up Town" (Gunn Co.); (2) Golden Rule, Book 1 (Macmillan & Co.); (3) "Mannikin in Manners Town"; (4) "Pansy Patch"; (5) "One Hundred Reproduction Stories," Kate W. Grove (Moyer, Edmonton); (6) "Stories Children Need," Bailey and Sherwin; (7) "Aesop's Fables"; (8) Grimm's Fairy Tales; (9) "Anderson's Fairy Tales"; (10) "The Magic Garden"; (11) "Tales of the Round Table." (These suggestions cover the work for the whole year, of course).

Grade IV: September and October: Direct experience of the child: (1) Discuss: Appreciation, progressiveness, etc., of Public Highways, Sidewalks and Paved Streets, Schools, Churches. (2) Discuss: Sunday Observances; Respect for the Bible.

Indirect experience of the child: (1) Stories on manners; (2) Stories: History of the Community.

Grade V: (1) Ethics: taught by means of short stories and discussions about admirable people, each story illustrating some quality desirable in a citizen. A wealth of material can be found in "Anderson's Fairy Tales," "Golden Rule Books," "Book of Knowledge" and in the lives of world heroes and explorers.

(2) History Studies: By means of stories, oral and silent reading, and pictures.

(1) Outline the code of honor on the board, adding to it each month one quality to be magnified in the pupil's mind (Course, page 133). A sense of justice in giving honor where honor is due. Recognition of superiority in an opponent. Taking defeat with good grace. Application to sport activities. Illustrations: Robin Hood and Little John, Robin Hood and the Golden Arrow, etc.

(2) "Course," page 184(a).

N.B.—Do not over-emphasize this topic. Get pupils to realize through graphic stories of Indian life the difference between the self-contained life of primitive peoples and the complex industrial life of today. The necessity for and advantages of modern living.

Grade VI: Saxon times: 800-1066. A period of comparative community isolation, of binding force largely personal. Alfred the Great. Canute.

Civics: Community League.

Grade VII: September and October: Part 1, p. 138 (Course).

Grade VIII: History: September-December: Parts 1, 2, 3 (Course).

Civics: September-December: a, b, c (Course).

As far as possible this taken in an informal way in conjunction with the associated phases of the History lessons.

IX—Art

Grade I: The exercises in Art should be taken in the following order: For detailed suggestions read the "Course of Studies." Exercise 1: To model and draw various types of fruit shapes, e.g., apple, pear, orange, lemon, pumpkin, etc., four weeks' work.

Grade II: To model and draw vegetable shapes: beet, onion, carrot, potato, etc.

Grade III: Ex. 1: To model and draw twigs and flowers; four weeks' work.

Grade IV: Ex. 1: Picture Study: The Gleaners.

Grade V: Ex. 1: Pencil renderings of animals and birds; four weeks' work.

Grade VI: Section 1 (Course).

Grade VII: (1) Working drawing of envelope to hold

drawings; (2) Construction of envelope; (3) Block capitals and lower case letters; (4) Diagram of flowers, side and front views; (5) Paint poppy, cosmos, or any other flower.

Grade VIII: Making of case to hold drawings with working drawings of same. Roman capitals introduced. Lower case letters reviewed. Picture study: "Aurora."

(With kind acknowledgments to the late S. J. Dymond.)

Classroom Hints

A TIME SAVER

Mount this on a strong card and keep it handy. These products supply the answers to 50 multiplication and 100 division examples. Thus:

329 times 37 equals 12173.
12173 divided by 37 equals 329.
12173 divided by 329 equals 37.

You can easily see how to make this card very useful in rapid practice with your middle grades.

329x37 equals 12173	83x47 equals 3901
108x46 equals 4968	294x79 equals 23226
292x59 equals 17228	856x48 equals 41088
95x78 equals 6935	299x78 equals 23322
436x24 equals 10464	73x19 equals 1387
75x94 equals 7050	85x93 equals 7905
284x67 equals 19028	93x39 equals 3627
378x26 equals 9828	146x84 equals 12264
83x38 equals 3154	456x94 equals 42864
267x36 equals 9612	136x58 equals 7888
345x72 equals 24840	175x183 equals 32025
687x63 equals 43281	79x74 equals 5846
576x74 equals 42624	428x24 equals 10272
465x85 equals 39525	378x52 equals 19656
453x96 equals 43488	312x68 equals 21216
312x17 equals 5304	658x75 equals 49350
243x26 equals 6318	151x48 equals 7248
78x93 equals 7254	76x83 equals 6308
83x97 equals 8051	288x37 equals 10656
42x73 equals 3066	65x39 equals 2535
57x53 equals 3021	28x89 equals 2492
99x46 equals 4554	658x74 equals 48692
68x29 equals 1972	142x67 equals 9514
183x35 equals 6405	719x405 equals 291195
726x74 equals 53724	930x170 equals 158100

GRADE IV LITERATURE

The Shoemaker and the Elves.—Suggestions for Class Discussion.

1. Can you suggest reasons why the shoemaker was so very poor? (Sickness; loss through fire; buyers of shoes failing to pay promptly; some other shoemaker selling poor shoes for less money, etc.).

2. How can we tell that this shoemaker deserved to prosper? (We are told he was honest and worked hard; he didn't despair even when he had only leather for one pair; he cut the shoes out overnight instead of "letting it slide till tomorrow"; he was up early to make the shoes).

3. If the shoemaker had just gone on cutting out one pair of shoes overnight, what would the elves have thought about him?

4. Can you suggest why the shoemaker kept so busy cutting out shoes for the elves to stitch? Why did he not content himself with cutting out, say, six pairs? (He was ambitious and wanted to make money for the comfort of his home, wife and family; he didn't know how long the luck would last; he was too industrious to idle away his work hours).

5. What would the elves think of him for cutting out so many pairs for them to stitch each night?

6. Why did the elves cease coming after receiving the presents? How do you think they spent their nights after that?

7. In what respects was the shoemaker better off after the elves had helped him, so that "everything went well as long as they lived?" (He had good store of savings, he was famous as a maker of fine shoes, he could afford to wait for payment, etc.).

8. Is there a moral or lesson in this story? (Yes, two at least. If you are down to the last shoelatchet, don't quit but keep trying. If opportunity comes, don't trifle with it but use it).

OIL STOCK AND LEASES

Service and Satisfaction
Guaranteed

FAY'S Oil Brokerage

Member Calgary Stock Exchange

Sponsors of East Crest,
Richfield and Invader's
Petroleum

'PHONE M4304 'PHONE M4655

Private Exchange
'Phone M3623

225A 8th Avenue, West,
CALGARY, ALBERTA

Fur Coats

SUPERIOR QUALITY at very reasonable prices. We do expert FUR REMODELLING. See us about easy payment plan.

KRAFT THE FURRIER

LIMITED

ESTABLISHED 1908

222 8th Ave. West

CALGARY

THE ART SHOP

Picture Framing a Specialty, Mezzotints
Etching, Watercolors

'Phone M4080

J. W. BOOTH Proprietor

237a 7th Ave., W.

CALGARY, Alta.

TEACHERS

in Calgary drive

The Outstanding

Chevrolet

of Chevrolet History

A SIX in the Price Range of the Four

Power, smoothness, comfort, appearance,
the Chevrolet Six has all of these

General Supplies

LIMITED

CALGARY CHEVROLET DEALERS

501-521 1st St. West

CALGARY

Empress Hotel

CHAS. TRAUNWEISER, Prop.

217-219 6th Ave. W.

CALGARY
Alberta

A MODERATE
PRICED HOTEL
EUROPEAN PLAN
FIRST CLASS
GRILL

J. SWAN JACKSON
Manager

Comfortably furnished. In
the heart of the shopping
and amusement district.

M 7926

Empire Cleaning & Dyeing Co. Ltd.

234-36 Twelfth Avenue West
Calgary, Alberta

SILK AND FANCY DRESSES
BEAUTIFULLY CLEANED OR DYED

Out of Town Orders Given Prompt Attention

"I saw your name in the A.T.A."

CITIZENSHIP—A GENERAL TALK

You are facing your country school or town class at the beginning of a new year's work. There is no need to tell you, the teacher, to face your responsibilities squarely—you will do that. The deciding factor in the success of the year will be the attitude of the pupils towards their opportunities; and you may well take a few minutes to show them how much depends on themselves.

In the first place, your own time and care must be distributed over 20 or 30 children. The pupil's time can ALL be devoted to learning and practising useful things each for himself. Therefore he has thirty times as much to do with his own success as the teacher has. "God helps those who help themselves" may well be the theme of your first talk.

In the second place, you may well try to impress on the pupils the significance of time. "The mill will never grind with the water that is past." If a piece of seatwork is assigned, and they loaf away the time, that time is GONE and all the "cream and rush" they may do later on will not bring back the chance they had of doing that task well and thoroughly.

In the third place, only the pupil can open up his own mind to receive his lessons. "You can lead a horse to water, but you can't make him drink." As a sporting proposition it can be put up to the pupil if he is willing to put his best effort along with yours, he is bound to get further than if he "pulls back," doing the least he can get away with. It is his own brain that must carry him to success in his grade, and out in the world later on.

(Not all your children will profit by little talks of this kind; but if they are given tactfully, with a homely proverb on the blackboard to be recalled next morning, these little homilies, will make a helpful impression upon quite a number).

TWO-MINUTE TOPICS IN PUBLIC AFFAIRS

During the summer holiday these events have occurred:

1. The C. P. and C. N. Railways have taken over the management and ownership of Alberta's northern railways, and made the first payment of \$5,000,000 to the Alberta treasury. (Show on map the lines and territory involved).

2. Premier Brownlee, President Wallace and other notables have made an extensive tour by rail, auto and airplane through Alberta's northern lands, and are very deeply impressed with the farming and mineral possibilities which are waiting for man's use up there. Premier Brownlee has declared that he must keep his government in close touch with the north, if possible by sending one of the Ministers through every year.

3. The Liberal Government which has been in power in Saskatchewan ever since it was made a province, was defeated at the general election in June, and the opposing parties are standing ready to take over the administration under the leadership of Dr. Anderson the Conservative chief. Dr. Anderson has been a teacher and school inspector most of his life.

GRADE V GEOGRAPHY

The work in Grade IV was directed towards a full consciousness in the child's mind that there are other lands and other peoples in the world, very different from our own land and the people among whom he lives. He has learned that we are bound to these lands by the interests of trade, inasmuch as we buy olives, tea, bananas, coffee and other goods from them, and sell to them our wheat, butter, hog products, etc.

In Grade V we have to put the child's conception of the earth upon a definite business basis, so that all his formal learning of geography may be founded upon an accurate mind's-eye picture of what he is learning, of its place on the globe, and of how he would get to it from his home at Innisfail or Westlock, or wherever he lives. Mentally at least he must become a nimble globe-trotter while he is in Grade V, otherwise much of his later study will be shoddy and worthless to him.

(a) Take the school globe and fix the idea that it represents our round earth. Teach or review equator, poles, North and South Hemispheres. Associate the thought of cold, medium and hot temperatures with the appropriate parts of the globe.

(b) You can't do much more, efficiently, with the globe, because it is too indistinct for class observation (unless you are so fortunate as to have a new one). Remedy that by having the pupils make individual globes—or rather cylinders. Prepare colored cutouts of the 5 great land-masses, traced from a map on Mercators Projection. Have the pupils

prepare their own cutouts from yours, and when all are supplied have them paste these on mounting card, grouping the pieces just as you do. Paste or otherwise join the ends of the card. Probably it would be best to mark the equator on the cards before putting on the cutouts. (Simplify the outlines to the roughest resemblance).

(c) In North America paste a white dot to stand for your school. Teach and drill that it is in North America, then pass naturally to South America. Then introduce Vancouver and Halifax with a V and H respectively. Familiarise them with the idea of going from the local depot west to V by train, where they will come to a vast ocean covering more than a quarter of the earth. Teach its name. Similarly take them east to Halifax and the Atlantic. Possibly you can refer to some pupil who came across it, and lead across to his old home in Europe. And so on round the world. It may save time simply to "cram" the names, but this method links the child by means of a train or car (which he knows) to great world features which might otherwise be only "Jography names" and mere patches on a map.

(d) Then it's drill, drill, drill. Stand behind the class and say, "Pencils ready; all point to Africa. To South America. To the Pacific Ocean, etc." Each is working on his own globe, and fixing the identity and location of the great areas as the drill proceeds.

(e) Teach the zones and tropics by name, with their temperature conditions, and something of their animal and vegetable life. Then drill as before, with the new material linked with the identification of continents and oceans. "Show us a place where it is always cold,—where it is always very warm—the warmest part of Australia—the coldest part of South America—the hottest part of Africa—a part of Europe that is too cold to grow wheat—a part of North America that is warm enough to grow sugar cane—the hottest part of Asia—a place where Eskimos might live—" and so on until the children have their zones and tropics related to the plant and animal life with which they are familiar through past teaching, and with the doings of people.

(f) This is a good point at which to teach and drill the reversal of the seasons in the Southern Hemisphere, and also to fix the pupil's sense of mapping direction. Frame questions to drill the correct reaction to such expressions as "south of Europe." "John, start from South America, go east and tell us all you come to." "What water lies west of Australia?" "If you sail west from Africa what water are you crossing?"

THE DESTRUCTION OF SENNACHERIB

This wonderful poem becomes far more dramatic if we build up the lesson from the Hebrew end, something like this:

Judah was a little nation of hill-shepherds and small farmers, on the eastern shore of the Mediterranean. Jerusalem was its capital city. Its people, the Hebrews, were passing through hard times, being constantly raided by war-like tribes—the Philistines, Arabians, Ammonites and others. Ten of their own tribes had forsaken them, and gone to war against them. Their kings, the men who should have governed them wisely and led them bravely to battle, were only too often cowards, rogues or fools. Now, far greater than their former troubles, a new danger was rising. The Assyrians, fierce black-bearded warriors from the northern mountains, had swarmed over Mesopotamia; conquering Babylon and ranging eastward against Persia, westward towards the Mediterranean. It seemed hopeless for the Hebrews to resist—they could only be pushed back into the sea. But Hezekiah, their king, guided by Isaiah, one of his wise men, decided to defend his country.

He gathered his people at Jerusalem, made them swear loyalty to their faith, enrolled the men and boys, and built up the city walls. When his scouts told him that Sennacherib, king of the Assyrians, was bringing a great army against the city, Hezekiah dammed up all water supplies outside the city; had all his men in companies with captains to command them; made them prepare great supplies of arrows, darts and shields; and made a brave, encouraging speech. So, this little nation with a great leader stands waiting to receive the countless hordes of Assyria.

Over the distant hills they appear in endless line, and at evening their tents lie row upon row across the plain. At the first light their trumpets will rouse them to battle, and the Hebrew watchmen look tensely for that first light, listen with bated breath for the Assyrians' trumpet-sound. But dawn breaks into clear daylight, the people within



Quality and Value

The quality of a diamond depends on color, cutting and freedom from flaws. A perfect diamond is blue white in color, cut in the proper proportions to give brilliancy, and absolutely without flaws, bubbles or carbon spots.

BIRKS DIAMONDS ARE GUARANTEED PERFECT

The value of a diamond depends on its quality and weight or size, and in comparing values perfect diamonds only should be considered. Owing to the bulk buying ability of seven large stores, Birks are able to offer better value in diamonds than smaller organizations.

Diamond Engagement Rings from \$25.00 up.

Send for Catalogue

Henry Birks & Sons Ltd.

Specialists in Diamonds

Herald Building

Calgary

"D. A. Kirkland, Jasper Ave., Edmonton, in affiliation"

*For the coming Term
Brighten the School
Room with some new*

Pictures

Mail your Pictures to us, we
Guarantee Service and
Satisfaction

Linton's Bookstore

SCHOOL BOOKS and SUPPLIES
PICTURES and PICTURE FRAMING
NEW FICTION LENDING LIBRARY

130 8th Ave. East

CALGARY, Alta.

The New Fall Shoes Are Here Awaiting Your Inspection

No finer Shoes can be found in Western
Canada than those listed below:

"Peacock," "Smardon," "Georgina"
and "Footsavers" for Women

"Astoria," "Footsavers" and
"Waukon" for Men

Prices range from \$9 to \$15

Consult us in reference to your
foot troubles

GLASS SHOES

LIMITED

221 EIGHTH AVENUE, WEST,
CALGARY, Alta.

THE Bon Marche Millinery and Dry Goods

"The Creators of the Unusual as Usual"

A NEW SEASON . . . NEW FASHION TRENDS
. . . . NEW IDEAS OF SMARTNESS

We welcome you to inspect our offerings of all that's
New and Smart in Autumn Millinery.

Paris Models from Leading Style Creators,
Exclusive and Original

The Newest and Smartest Imported Novelties, Materials,
Capelines, Trimmings, Sports and Tailored Hats, Jaunty
Felts, Wool Felts, Fur Felt Gluce, Soleil and Fox Felts.

Styles and sizes to suit all.
Very Reasonably Priced.

Our Dry Goods Dept. is also prepared to take care of
your wants with a full range of all the Newest Colors in
Hosiery and Gloves to match your New Fall Outfit;
also a full range of Stamped Goods, Silk Underwear,
Wool Underwear, Corsets, Corselettes, Girdles,
Brassieres, Staples, Novelty Towels, Small Wares
and Notions.

All Very Reasonably Priced.

738 738a 17 Avenue W.

Phone W4703

CALGARY, ALBERTA

"I saw your name in the A.T.A."

Jerusalem are long since astir—and not a sound, not a movement, is observed in the great camp below. Only, perhaps, great black birds may be seen wheeling uncertainly over that silent army as it sleeps.

The poem is the climax of all this,—the explanation of that awful silence which caused such bewilderment among the outposts of Jerusalem. The event is historical; the destruction was probably by a sudden plague, which the Hebrews accepted as miraculous help from God. Sennacherib himself returned to his city, and there, as he knelt stricken with shame "in the temple of Baal," his own people "slew him there with the sword." Hezekiah and his wise man Isaiah lived and died in great honor at Jerusalem.

GRADE VI LITERATURE

DOUBTING CASTLE AND GIANT DESPAIR

The selection is from "The Pilgrim's Progress" by John Bunyan. John Bunyan lived in England 300 years ago. He learned his father's trade of mending pots and kettles, picked up a little schooling and served as a soldier for a short time. "A very ordinary person," one would say. But he became intensely religious, and began to preach to his neighbors about the goodness of God their Father. Under the religious persecutions of Charles II he was put in prison, where he remained 12 years. He supported wife and family through these years by putting tin tags on shoe-laces. Being no longer able to preach, he wrote instead; and this tinker of little education and narrow experience produced a story of marvel and adventure, in a charming and graphic style; "which, before Bunyan's death, was read with delight not only throughout England, but in France, in Holland, and in the far-off colonies of America." This man became immortal through the work he wrote in a prison cell.

Teachers must decide for themselves whether or not they can "put across" to the children the spiritual idea of The Pilgrim's Progress. Here it is, anyway. Christian represents a human soul trying to win its way through life to Heaven. It is beset by temptations to sinful pleasure or selfish indulgence; it is lured aside by false creeds of religion; it is persecuted with the jeers or hatred of sinful men. Sometimes it gets weary of the hard journey and doubts if the reward at the end will ever be reached. That is where Christian—and his friend—fall in the hands of Giant Despair. The key called Promise stands for the promises of Scripture which Christian knew by heart; for example, "Lo I am with you always, even unto the end of the world," or "Be thou faithful unto death, and I will give thee a crown of life."

GEOGRAPHY—SOUTH AMERICA

(a) **Identification.** Be sure your pupils can distinguish a sketch of South America among a number of sketches. (Many cannot!)

Map reproduction. The child will organize his learning of South America far more readily if he can make a rapid, fairly accurate sketch from memory. Three lines—a rather conical egg for the northern part, a hockey stick for the Chilean coast and a longer hockey stick for the South Atlantic coast—will give an excellent shape. (Keep the Chilean hockey stick vertical). Make only such detailed additions as are really important, e.g., Amazon and Plata estuaries. Fifteen minutes' practice, keeping time with the teacher's strokes on the Blackboard, will make the pupils proficient in this sketch.

(b) **Location.** (1) "How could you and I go to South America? "Point towards South America, etc." (Direct south would be wrong).

(2) Northern mass lies across equator. Inference as to temperature and rainfall (see page 209 bottom right and 211 top right).

(3) Continue study of location with reference to south-east Trades and Westerlies, emphasizing open ocean on both sides.

(c) **Mountains.** (1) How they determine shape of continent—they are the "skeleton."

(2) How they cut off S.E. Trade rains from Northern Chile and Peru.

(3) How they cut off westerly rains from Southern Argentina, but give Southern Chile heavy rainfall.

(4) How they fence off the three main drainage basins.

(d) **Rivers.** (1) For excellent account of the Amazon, see A.T.A. Magazine, June, 1928.

(2) Call attention to the only other great equatorial river. Suggest the likelihood of similarities between Amazon and Congo.

(3) Recall the 3 great industrial uses of rivers—transport, power and irrigation, and estimate the value of South American rivers for these purposes.

DO WE WASTE OUR COMPOSITION TOPICS?

What would you think of a housewife if you saw her cook a dinner of Irish Stew, serve up the meal and throw away the pot "because it has been used?" Needless to say you would be aghast at such waste of a good utensil. Yet this is a thing that teachers may very easily do in composition work. Last May, in connection with a school fair competition, my VII and VIII pupils wrote a paragraph on "A Summer Morning." They were all of the same stamp, describing the sunshine, the twitter of birds, the cows waiting at the yard gate, and so forth—good work, but painfully lacking in originality. On impulse, I said: "Surely that is not the only sort of summer morning. Margaret, see if you can describe a summer morning with gentle rain falling after a month of drought. Duncan, you may, describe the morning before that, when the earth and grass and wheat and all seemed to droop with thirst. Earle, see what you can do about waking up on the first morning of your summer holiday, when you are going to motor to the lake camp. Hazel, you may be a very busy farm girl, and tell us all the bustle and business of a summer morning." They went to work, and you may well imagine how much less common-place and obvious their details were when they were purposefully trying to describe a particular morning.

Take the uninspiring paragraph topic, "A Room." You know what your pupils will make of that—simply an inventory of furniture. Yet you can make it into a good exercise in a dozen ways, e.g., supply a topic sentence like one of these:

"Lifting the latch, I entered the COSIEST little room I have ever seen."

"The room was in a state of dreadful UNTIDINESS."

"The first glance at the drawing-room told me that the Joneses were WEALTHY people."

"What a DISMAL, WRETCHED room it was!"

"Mrs. Benson's kitchen was as NEAT as herself."

Your pupils will then have the interesting task of visualizing something in a certain respect extraordinary; of gathering ideas consistent with cosiness, untidiness, wealth, etc.; of rejecting ideas that do not help; and even of arranging the helpful ideas in climax formation.

You may ring the changes endlessly on this method. A man may be neat, ragged, comical, mean, stalwart, etc., and each of these attributes may be made the dominant note of a descriptive paragraph. Try out your class on "A Dilapidated Car," and see if they enjoy it. The boys will, anyway.

THE SCHOOL FAIR—WOODWORK CLASS

Suggestions for senior P. S. boys.

1. **Desk Book Trough.** Requires 4 pieces, as follows:

(a) one piece 18" by 6" by $\frac{1}{2}$ ".

(b) one piece 18" by 4 $\frac{1}{2}$ " by $\frac{1}{2}$ ".

(c) two pieces 8" by 6" by 1".

(a) and (b) are nailed together at rightangles, edge to face, to form the trough. The end pieces are then fastened on so that the row of books will rest obliquely in the trough, titles facing upwards and towards the person at the desk. Upper corners of the end-pieces may be rounded, or edges bevelled. The trough may be given extra support by small strips nailed, under its ends, to the inner sides of the end-pieces. Use finishing nails throughout.

2. **Plant Stand.** Requires 6 pieces, as follows:

(a) 2 pieces 6" by 30" by 1".

(b) 2 pieces 4" by 30" by 1".

(c) 1 piece 12" by 12" by 1".

(d) 1 piece 11" by 11" by 1".

(c) is the base. The four pieces (a) and (b) are nailed to form a hollow stem 6" by 30". Be sure top and bottom are true, if necessary marking them and sawing right through the stem to ensure a level surface. Then nail on top and bottom. Appearance may be improved by "quarter-round" strips at bottom of stem, and by small diamonds of $\frac{1}{2}$ -inch wood on the four sides.

3. **Newspaper Rack.** Requires 7 pieces, as follows:

(a) 2 equilateral triangles 10" by 10" by 10" by 1".

(b) 1 piece 20" by 10" by $\frac{1}{2}$ ".

(c) 4 strips 20" by 1" by $\frac{1}{2}$ ".

(a) are the end pieces, (b) is the back, (c) can be nailed on at suitable spacing to form the front. The front can be reinforced by a strip at each end nailed through the 4 strips into the "triangles." Make suitable hangers with picture wire.

TEACHERS!

Twenty New Manuals

The W.C.I. now has ready for the Fall Term, in addition to all the material formerly produced, twenty entirely new Manuals for the use of Alberta teachers

GET THE HELP OF EXPERTS

	Price		Price
Literature I by John Stevenson, B.A.	\$2.50	Key to Trigonometry, by E. B. Asselstine, M.A.	\$2.75
An Easy Way to Learn French Verbs, by E. J. Thorlakson, B.A.	.60	Key to French I by Mary Clark, B.A.	3.00
Literature II by John Stevenson, B.A.	2.25	Key to French II by E. J. Thorlakson, B.A.	3.00
Agriculture II by Inspector Frame	1.00	Key to Geometry II, by W. E. G. Pulleyblank, B.A.	3.00
History III by Munroe Macleod, M.A.	2.50	Key to Arithmetic I, by J. A. Smith, B.A., and T. E. A. Stanley, B.A.	3.00
Literature III by John Stevenson, B.A.	2.75	Key to Physics II by P. R. Brecken, B.A. Sc.	3.00
Algebra III by E. B. Asselstine, M.A.	2.75	Geography for Grade VIII, by C. B. Willis, M.A., D.Paed.	1.00
Literature IV by John Stevenson, B.A.	2.75	Literature for Grade VIII, by H. E. Panabaker	1.00
		Complete Grade I Stories—Miss Flora Campbell	1.25

PRINTED EXERCISES and NOTES for GRADES 7 and 8

These exercises and notes are specially prepared for use by the pupils. They save the teacher searching for suitable exercises and fully solve the problems of seatwork and homework

1. **Grade 8 Arithmetic Exercises**, by C. B. Willis, M.A., D.Paed.
One Thousand Graded Problems. Price \$1.00. In Class Lots (10 or more)60
2. **Grades 7 and 8 Grammar Exercises**, by C. B. Willis, M.A., D.Paed.
One Hundred Exercises (1,500 sentences). Price \$1.00. In Class Lots60
3. **Grade 8 History Notes**, by Cameron and Willis.
Complete, concise notes on the whole Grade 8 History Course, contained in 45 printed pages. Price 75c; in Class Lots .60

CLIP THE COUPON

WESTERN CANADA INSTITUTE, LIMITED
18 Mackie Block,
Calgary, Alberta

Gentlemen:

I am enclosing a money order for Dollars for which please rush me the following:

.....
.....
.....

S.D. Name Address

GRADE VIII—ARITHMETIC SUPPLEMENTARIES IN SQUARE ROOT

Find by factoring the square roots of:

(1) 1764.	Answers: 42.
(2) 15846.	126.
(3) 435600.	660.
(4) 46656.	216.
(5) 11664.	108.
(6) 99225.	315.

Find by the formal method the square roots of:

(7) 3844.	Answers: 62.
(8) 59049.	243.
(9) 841.	29.
(10) 132496.	364.
(11) 5776.	76.
(12) 19044.	138.
(13) 4912064.	293.
(14) 532.2249.	23.07.
(15) 33.7561.	5.81.
(16) 8226.49.	90.7.

PROBLEMS IN SQUARE ROOT

NOTE:—To make up examples on the sides of a right-angled triangle, take any number, multiply it by 3 for the side AB, multiply it by 4 for the side BC. The hypotenuse will be 5 times the number. E.g., using the number 19. "A lawn is 57 feet wide, 76 feet long. What is the length of a path running diagonally from corner to corner?" Answer: 95 feet.

Obviously, the teacher can give any two of the products by 3, 4 or 5, leaving the other to be found. Examples can be composed, and the answers determined very rapidly by this simple device.

1. The faces of a cube have a total area of 1,734 square inches. What is the length of each edge?
2. In a right angled triangle ABC, AC is the hypotenuse, AB is twice as long as BC, and the area is 1,444 square feet. How long is BC?
3. A square field contained 57 acres, 96 square rods. How many rods of fence would be required to enclose it?
4. A room with 7,098 cubic feet of space has a square floor and is 10½ feet high. Find the cost of covering the walls with burlap at \$1.35 a square yard.
5. The length and width of a room are in the ratio of 3 to 2. The floor area is 1,176 square feet. Draw a simple diagram of the floor, and find out the length and width.
6. A square field has a perimeter of 292 rods. Another square field is 755 square rods larger. What is the perimeter of the larger field, and what is its area in acres (and decimal part of acre)?
7. With a triple gang plough of 16-inch shares, how many rounds will it take to plough a square field of 90 acres?

Answers: 17 inches; 38 feet; 384 rods; \$163.80; 28 by 42 feet; 312 rods and 38.025 acres; 247½ rounds.

GRADE IX LITERATURE WOLFERT WEBBER

This is a story of a simpleton trying to solve the problem of imminent poverty by a search for buried treasure. It is a blending of comedy with grim romance. The comedy is inherent in the characters of Wolfert and his associate, Mud Sam. The romance is supplied by the buccaneer legendry, and by almost supernatural appearances of the old seaman. The two elements are brought into conflict by the necessities of Wolfert, and the clash brings droll misadventure which threatens to become tragedy as Wolfert sinks despairingly towards his grave. Comedy is reinstated when the poor old cabbage-expert knocks his head against the fortune which he should have foreseen long before.

Background. Captain Kidd (see Notes) made the New England coast his base whilst engaged in piracy on the western Atlantic trade routes. He would sack some home-bound Spanish treasure ship, bury his loot on shore, take in supplies and water from the colonists, and sail out for a new victim. When Kidd was hanged in 1701, and his gang dispersed, the more idle of the colonists who hankered after easy wealth began to dig in "likely" places for his buried plunder. Manhattan Island, on which New York now stands, was one of the places most actively ransacked by the dig-

gers.

- Analysis of the story.
(a) THE CABBAGE-GARDENER FALLING ON HARD TIMES. (Pages 1-8).

Wolfert's cabbage-like mentality is revealed in the fact that with a city growing all round his domain, he never dreamed of turning it into city lots. Any other way out of poverty, no matter how visionary, would be more likely to strike him.

Good paragraph composition topics:

The Webber Estate, The Webber Family, A Courtship Suppressed, Why Wolfert's Affairs Were Declining.

- (b) WOLFERT THINKS HE SEES A WAY OUT. (Pages 8-19).

The problem is, to keep himself and wife in old age, and to make a good marriage for his daughter.

Solution suggested by:

1. The conversation at the inn.
2. The thrice-repeated dream.

The solution is, to find the treasure which, his dream tells him, is buried in his cabbage field.

The dream falsified. No treasure, no cabbages. The Webbers, poor indeed now, are deserted by all but Dirk.

- (c) WOLFERT'S TREASURE-CRAZE GOES ON A NEW TACK. (Pages 19-42).

The tremendous personality of the Old Buccaneer, his boisterous disappearance in the storm, and the succession of blood-curdling yarns set the gold fever racing through Wolfert's veins. He must find the pirates' cache.

The stories—of the Spanish treasure ship, of Mud Sam at Hell Gate, and of the Dead Boatswain—deserve careful reading, and suggest paragraph exercises for composition. Give detailed study to the description of the advent, appearance, room, manners, and departure of the Old Buccaneer, and fix by means of a full-length composition.

- (d) WOLFERT vs. THE DROWNED BUCCANEER. (Pages 42-61).

The story now becomes a battle of nerve between the simple old cabbage grower and the horrific wraith of the old Sea-Dog. (Whether wraith or substance we hardly know).

1. He reconnoitres with Mud Sam. Glimpse of the Buccaneer.
2. A new ally—Doctor Knipperhausen.
3. The Expedition. Examine in detail the suspense between each point of progress and the next, working up to assurance as the doctor's rod points straight down; and up again to a climax of certainty as the spade strikes with a hollow sound.
4. The catastrophe. The hollow sound lets loose a bedlam of confusion and terror. Wolfert, affrighted by the horrid visage, pursued by dimly-seen desperadoes, bumps painfully down the cliff to where faithful Dirk waits with his boat.

- (e) WOLFERT WINS OUT IN SPITE OF HIMSELF. (Pages 61-67).

Notice the smooth and natural sequence of events. Wolfert is a broken man. Poverty and its humiliation, the dislocation of his old orderly life, disappointment and a culminating shock of prolonged terror, have brought him near to death. All that concerns him now is the future of his daughter. Faithful Dirk is ready to attend to that. Good!—Father Wolfert will make his will in their favor. The lawyer comes in and the poor cabbage field is willed over. The lawyer supplies the grain of business shrewdness the lack of which has cost Wolfert so dearly, and the broken old man takes a new lease on life. There is a wonderful smoothness in the narrative that enhances the surprise.

Finally, emphasise the egoism of the dear old duffer, with his crest and its vain-glorious motto, ALL HEAD; "meaning thereby that he had risen by sheer headwork."

STUART BROS.

CLOTHING AND FURNISHINGS

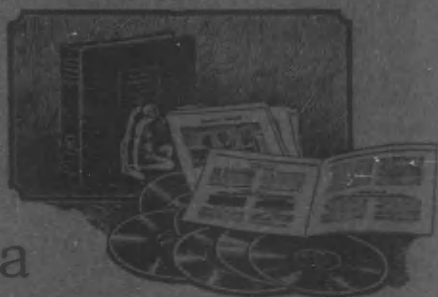
10310 Jasper Avenue (Opposite Gas Office)
EDMONTON

Agents for House of Hobberlin Made-to-Measure Clothes

Start the School Year

the opening of
the new Fall Term
with a

NEW Victrola



A model for each individual school's requirements, so that the interests of the pupil and the school may best be served in this important phase of modern education—the knowledge and appreciation of good music—with each Victor instrument especially adapted to the use to which it will be put.

For the city or town school, the special Orthophonic School Model, 8-8, an instrument with all the finest Orthophonic features, yet one which may be moved readily from one room to another.

For the rural school, the Portable Victrola—small, compact, low in price, yet with wonderful tone and volume.

The use of one of these superb Victor instruments in conjunction with our school courses assures the pupils' hearing not only the world's finest music but the world's finest music perfectly reproduced.

If your Victor Dealer cannot supply you, clip and mail the attached coupon for further information on the instrument best suited to your needs—also about the Victor-Record School Courses in music appreciation.

—and a

Victor School Course in Music Appreciation

Children react instantaneously to these courses which have been specially prepared from the educative standpoint of music. One is for the Upper Grades, the other is for the Lower Grades, and each is so fundamentally sound, so simple to teach, that marked progress in music appreciation may be made rapidly and thoroughly.

Each course consists of a teachers' manual embodying plans and suggestions for forty lessons, a set of five charts illustrating 32 orchestral instruments, and seven V.E. Orthophonic educational records in an attractive album-container.

Educational Department
Victor Talking Machine Company
of Canada, Limited
(Montreal)



Educational Department
Victor Talking Machine Company
of Canada, Limited, Montreal

Please mail me further information with reference to:

☐ Lower-Upper Grade Courses

☐ Teacher's Directions for Folk Dances

☐ School Orthophonic Victrolas

☐ Portable Victrolas

Mrs.
Miss
Mr.

Name

Address

School

Teachers!

Wake up your mind to have good equipment, so as not to be handicapped in your determination to do good work.

Look through my NEW CATALOGUE No. 15, check off what you need and get your board to order.

AN IDEAL DUPLICATOR

is needed in every school. Reproduces handwriting, drawings, etc.

Two surfaces, 7 1/2 x 14 ins. \$9.80

Same as above, cheaper construction, one surface.

6 1/2 x 10 ins. \$2.75

10 x 12 ins. \$4.25

New Steel Chair Desks

Sterling Blackboard

Up-to-Date Maps

Sanitary Supplies

Water Coolers

PRIMARY HELPS

We have listed a great many new items this year which are of interest to all teachers and comprise the very newest in this line.

We give prompt service on all Alberta School Textbooks at the same prices as the Department of Education, with many Supplementary Readers and Reference Books not elsewhere obtainable.

F. E. OSBORNE ALBERTA'S LARGEST SCHOOL SUPPLY HOUSE **Calgary, Alta.**

If you have not received your copy of my New No. 15 Catalogue please write at once, they are just off the press.

Holt Renfrew August Fur Sale Prices Continued Until Sept. 15th

To give teachers an opportunity to share in the savings of 20% to 30% which we are offering during our August Fur Sale, Holt, Renfrew's are extending the customary discount date for two weeks. Styles are new, the quality is of the same high standard maintained by Canada's largest furriers for over 50 years—your satisfaction is assured.

HUDSON SEAL (Self trimmed).

Misses' sizes. Regular \$175 to \$195
Now \$125 to \$135

Women's sizes, self and Alaska Sable trimmed. Regular \$375 to \$475
Now \$295 to \$385

PERSIAN LAMB (Alaska Sable trimmed). Regular \$375 to \$475
Now \$295 to \$385

MUSKRAT

Regular \$195 to \$245
Now \$165 to \$189

(Self trimmed).

CHAPAL SEAL

(Alaska Sable trimmed).

Misses' sizes. Reg. \$115 to \$165
Now \$79.50 to \$110

Misses' sizes. Reg. \$125 to \$165
Now \$97.50 to \$125

Women's sizes. Reg. \$125 to \$165
Now \$97.50 to \$125

Women's sizes. Reg. \$145 to \$185
Now \$110 to \$145

ALL OTHER COATS HIGHER AND LOWER PRICES AT SIMILAR REDUCTIONS

OUR BUDGET BUYING PLAN

is your service—
details on request from
us direct.

Write to us, stating your preference in fur, style and price, and give size, height, weight, etc. Enclose bank or business reference and we will send you at our expense a selection of Fur Coats for your approval.

Holt, Renfrew & Co. Ltd.
WINNIPEG, MAN.

Canada's Largest Furriers

Furs Repaired at Summer Prices Save You 25%

You may have the expert workmanship of Holt, Renfrew Furriers and the assurance of dealing with a reliable fur house. Estimates free of charge.

